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**Factors Influencing Motivation and Demotivation of
Elementary School Students of English as a Foreign Language**

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Declaration

I, Patricie Krejčoková, hereby certify that this thesis has been written by me, and I properly cited and listed all sources, references and literature I used.

Bc. Patricie Krejčoková

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Abstract

This diploma thesis deals with the factors affecting motivation and demotivation among lower secondary school pupils in English language classes. The theoretical part discusses the educational area of the field of foreign language, the importance of knowledge of the English language and also learning English as a second language. The concept of motivation and demotivation is described, as well as the factors influencing motivation and demotivation during second foreign language learning. Furthermore, the theoretical part discusses the period of pubescence to which the majority of pupils in the lower secondary school belong. It describes the changes that the students go through during this period and how this can affect their motivation or demotivation during learning. The research part deals with the factors influencing motivation and demotivation during learning of the English language among pupils of the sixth and ninth grades in elementary school. The research was carried out on the basis of a questionnaire survey and the evaluation of the hypotheses using a statistical program.

Introduction

Nowadays, knowing foreign language is a great advantage. At a time when traveling is not difficult to experience, getting a job abroad is not a problem and in general, gaining access to foreign sources of information is easier than ever, it really is worth it to speak at least one foreign language. English is one of the worldwide languages, and if someone speaks English, they have opportunities open.

In order to learn a foreign language, one needs first and foremost motivation, which drives the desire to want to learn, to want to improve, and above all to find fun in the whole process of education, and not just a duty. Motivation is an important engine that drives us forward. Most of us come into touch with a foreign language for the first time in primary school, and it is there where we need to start developing motivation and a positive approach to foreign languages.

Motivation is a broad concept and there are many factors that affect it. The personality and nature of the pupil, the environment in which he or she lives, the school environment, the teacher, or the relationship to foreign languages itself may have a significant impact. However, these factors can affect both motivation and demotivation to learn a foreign language. In elementary school, an individual goes through different stages of development, and due to their physiological and psychological changes, the factors influencing their motivation and demotivation to learn English may be different for primary students and those who are slowly completing lower secondary education. The aim of this work is to find out what are the factors influencing motivation and demotivation in English language lessons and whether they differ in 6th and 9th grade elementary school pupils.

The diploma thesis is divided into theoretical and practical part. The theoretical part focuses on motivation and demotivation, its types and factors that affect it. The work is focused on the motivation and demotivation of students in English lessons in the lower secondary school, a description of motivation and demotivation in relation to learning a foreign language, the importance of knowledge of a foreign language and its usability. At the same time, the theoretical part focuses on the period of pubescence, which describes the physical and mental changes in elementary school pupils and which also has an effect on the motivation and demotivation of learning a foreign language.

The practical part is devoted to research which factors influence motivation and demotivation in English lessons. The results of a questionnaire survey, which took place among 6th and 9th grade pupils at elementary schools, are processed here. Due to the period of pubescence, when students undergo dynamic changes, I chose these two years, where it can be interesting to observe changes in their approach to learning a foreign language and also the factors that affect their motivation and demotivation. The research focuses on the factors that affect students positively and negatively in relation to the English language. The results of the questionnaires are then compared between students in both years.

Theoretical part

1 Learning English as a second language

In contemporary world, the language skills of its inhabitants are becoming more important than ever. The current situation puts the European multilingual society in front of considerable challenges, when it is required to communicate not only in our native languages, but also in foreign languages (Janíková, 2011, p.31). English has great power and prestige in contemporary world, it is used as an international medium of communication. The prestige of the English language comes from the predominance of the English-speaking world, mainly from the power and wealth of the United States and also Great Britain, which today still belongs to the richest and most influential countries in the world. The main areas in which English dominates and from which its vocabulary spreads to other languages are travelling, military operations, international trade, air transport, maritime communication, education and science research, popular music and cinema (Dvořák, 2006, p. 6-7).

English as a field of education gained a firm position in the curriculum of primary, secondary and tertiary education and began to penetrate into preschool education as well. A foreign language provides students with a solid foundation for their communication within the European Union and other parts of the world. By learning foreign languages, especially English, pupils have the opportunity to apply themselves in the future not only in their personal sphere, but also in their jobs and the ability to understand other cultures more easily (Houdek, 2013, p.17).

One of the basic tasks of foreign language didactics is the search for teaching methods that would enable students to achieve the best possible results in learning a foreign language and help minimize the most common difficulties associated with this learning. In the current approach to the process of teaching and learning foreign languages, the prevailing opinion is that in an effort to increase the effectiveness of foreign language teaching, it is not enough to innovate didactic procedures and learning materials, but to focus more on the student himself and pay more attention to his individual peculiarities (Janíková, 2011 p. 50-51).

1.1 Educational area of the field of foreign language

A foreign language provides a lively linguistic basis and prerequisites for pupils' communication within an integrated Europe and the world. A good level of language culture is one of the essential signs of the general maturity of a graduate of elementary education.

The main aim of language teaching is to support the development of communication competences, equip the pupils with such knowledge and skills that enable them to correctly perceive various language messages, understand them, express themselves appropriately and effectively apply and promote the results of their learning. Foreign language helps to reduce language barriers and contributes to increasing the mobility of individuals both in their personal lives and in further studies and future employment. The requirements for education in foreign languages are based on the common European reference framework for languages. Education in a foreign language presupposes the achievement of level A2 (RVP ZV, 2017, p.16-17).

Level A2: Pupil – understands sentences and frequently used expressions related to areas that directly concern him (basic information about himself and family, shopping, geography and employment). Communicates through simple and common tasks that require a simple and direct exchange of information about known and common facts. He describes in simple terms his own family, immediate surroundings and matters concerning his most pressing needs (RVP ZV, 2017, p.17).

The levels are ranked from A1 to C2, with A1 being the lowest (basic knowledge of the language) and C2 being the highest. For the English language for the lower secondary school, the following outcomes were set:

For receptive speaking skills:

- reads aloud fluently and phonetically correctly texts of a reasonable range
- understands the content of simple texts in textbooks and the content of authentic materials using visual support, searches for familiar expressions in texts, phrases and answers to questions
- understands simple and clearly pronounced speech and conversation
- infer the likely meaning of new words from the context
- uses a bilingual dictionary, searches for information or the meaning of the word in a suitable explanatory dictionary (Bilanová, Lorencovičová, Netolička, 2009, p.12-13)

For productive speaking skills:

- composes a simple (oral or written) communication regarding situations related to life in the family, school and the topics discussed circuits
- forms and varies simple and short sentences in writing, grammatically correct texts

- briefly reproduces the content of a reasonably difficult text or speech and conversation
- requests simple information (Bilanová, Lorencovičová, Netolička, 2009, p.12-13)

For interactive receptive skills:

- communicate in a simple way in common everyday situations (Bilanová, Lorencovičová, Netolička, 2009, p.12-13)

The aim of the lower secondary school is to provide pupils with the best possible foundation of general knowledge. The group of students at the lower secondary school is becoming more diverse and complicated. The task of the teacher is to always have something to offer the more gifted pupils and to help the slower ones to master the subject sufficiently. The teacher evaluates the student primarily for his knowledge and should not focus on his shortcomings. Pupils should go through such a process to be able to secure themselves in today's world. Pupils are no longer limited to what they learn in school, but can share their own experiences outside of school (Houdek, 2013, p.13).

In the following chapter, we will focus on the period of pubescence, which is related to pupils of the lower secondary school.

2 Pubescence

Pubescence is the period when the first signs of sexual maturation and acceleration of growth occur. At the same time as biological maturation, a number of significant psychological changes take place. They can be characterized as new instinctive tendencies, emotional lability and simultaneously the onset of a mature way of thinking and reaching the highlight of its development (Langmeier, Krejčířová, 2006, p. 142). It is generally the most tumultuous period in the development of an individual. An individual develops anatomically and physiologically, intellectually (development of abstract thinking), emotionally and socially. It is typical for pubescents to try to break free from dependence on authority, to resist greater intellectual and social independence (Průcha, Walterová, Mareš, 1995, p. 182).

According to Psychological dictionary (Hartl, Hartlová, 2015, p. 491), pubescence is a period of transformation from a child to a biologically mature adult, capable of sexual reproduction. It is the period of puberty that begins with an adolescent growth spurt with the gradual development of secondary sexual characteristics.

Pubescence period (approximately from 11 to 15 years old):

- **First puberty stage** (pre-puberty stage) – begins with the first signs of sexual maturity. For most of our girls this phase lasts from about 11 to 13 years old, for boys, physical development takes place about 1-2 years later.
- **Second puberty stage** (the stage of puberty itself) – it begins after the completion of the first phase and lasts until reproductive ability is reached. (Langmeier, Krejčířová, 2006, p. 143)

Pubescence is a period of conflicts. The conflicts between the pubescent and parents are significant. Pubescents often lose understanding with their parents and look for the lost trust in person of the same age, but the emotional bond with their parents remains. Girls experience those external and internal storms less dramatically than most boys. Pubescent boys who aspire to be like grown men imitate their role models with first attempts at smoking and drinking alcohol, manifest rudeness and other displays of masculinity. In general, teenagers are critical of the world of adults, generational conflicts begin to erupt. However, their criticalness is accompanied by black-and-white thinking, it is either good or bad. Pubescents are often sensitive to the lack of evidence and the illogicality of certain

conclusions presented to them by adults, but they often think shorthand without verifying the results of their reasoning (Nakonečný, 2011, p. 680-681). This transitional phase of parent-pubescent conflict may not apply to every pubescent. The relationship with parents, whether positive or negative, appears in the life of every teenager. It affects his mental well-being and psychological development (Forejtová 2021, p.14). Pubescents begin to differ from both children and adults. They have different expressions, clothes and sometimes they even establish special informal or formal groups, so called “youth movements”. Pubescence is often accompanied by noticeable changes in mood, impulsiveness of actions, instability and unpredictability of reactions and attitudes. Difficulties in concentrating attention, emotional instability, increased fatigue make learning difficult, and there are often fluctuations in school performance, which, among other things, is currently being emphasized more (Langmeier, Krejčířová, 2006, p. 146-147).

With mental and emotional changes, new interests, opinions, attitudes and values of pubescents are formed. Self-esteem also begins to develop (Forejtová, 2021, p. 14). Differentiation in education leads to the fact that teenagers are already differentiating themselves into students and apprentices, which also entails psychological detachment. Interests arise and stabilize, for example in nature or in sports (especially when excels in this field). Pubescents already have differentiated feelings and attitudes, and although they have a strong interest in themselves, they are already capable of developing a strong social sense, a sense of justice and correctness (Nakonečný, 2014, p. 681). Despite the fact that the period of pubescence is not a sudden and precisely separated section of life, but follows in everything from the previous stages and smoothly transitions into adulthood, the effort to integrate into one’s own individual personality is much more intense. This is where the principles for the educator flow from, on the one hand, to guide the pubescent to gradual inclusion in society and the world of employment, and on the other hand, to leave him sufficient amount of the development of his personal assumptions and clear the way for the fulfilment of his life (Langmeier, Krejčířová, 2006, p.148).

Pupils goes through many changes in the period of pubescence, which are also reflected in the environment, where, among other things, motivation is a big topic. For some lower secondary school students, it can be difficult to find motivation to learn, and that is something to be discussed in the next chapter.

3 Motivation

In the course of advent of philosophy and later psychology, many theories of motivation emerged, and the psychological understanding of motivation has changed (Broumová, 2011, p.8). Motivation is one of the conditions for effective learning, which also affects concentration and perseverance in learning. Motivation at school has a great influence on the development of students' personality, their performance and also affects the success of students at school. Special educators, educational counsellors, school psychologists, as well as other teachers help to best motivate students to learn within the school environment. One of the most difficult tasks a teacher often has to deal with is working with motivation. It is important to find appropriate type of motivation for students, the best possible way how to motivate them to learn something new and also take into consideration their individuality which means that each student applies different approach (Svatoňová, 2016, p.10).

3.1 Definition of motivation

Motivation is a concept understood differently by many authors. According to Nakonečný (2014, p.15-16), motivation is a process based on some need that results an inner desired state that is initiated endogenously (internal motive) or exogenously (external motive). Both examples assume the interaction of internal and external factors. Human behaviour has a psychological reason, which is based on some internal state in response to endogenous or exogenous changes affecting the human psyche and requiring a reaction that would cope with this change.

Pavelková (2002, p. 12) claims that motivation helps to explain why a person behaves in a certain way and what is the cause of his behaviour. Many teachers tend to think about motivation in the sense that students are either motivated or not, and such simplification does not allow them to work with different types of motivation. According to Fontana (1997, p. 153), satisfactory learning at school is unlikely to take place unless sufficient motivation is present.

The pedagogical dictionary (Průcha, Walterová, Mareš, 1995, p. 122) describes motivation as a set of internal and external factors that:

- awaken, activate, supply energy to human action and experience
- direct this action and experience in a certain direction
- controls its course, the way of achieving results

- affect the way an individual reacts to his actions and experiences, his relationships with other people and the world (Průcha, Walterová, Mareš, 1995, p.122)

In the psychological dictionary (Hartl, Hartlová, 2015, p. 328), motivation is described as the process of directing, maintaining and energizing behaviour that arises from biological sources. Motivation expresses the process of behaviour, when a person makes different efforts to overcome a certain goal. In case that he encounters an obstacle in achieving the goal, he either makes some effort to overcome it, or gives up the achievement of the original goal and sets an alternative goal, for example instead of going on vacation to the mountains, he goes on vacation to the seaside (Nakonečný, 2011, p. 380). Motivation includes desire, effort, satisfying needs, achieving a goal and cannot be observed directly, but can be observed from how people act under certain circumstances and how they behave (Rozsypalová, Čechová, Melanová, 2003, p. 43).

3.2 Division of motivation

Types of motivation are considered:

- Intrinsic and extrinsic motivation
- Conscious and unconscious motivation
- Primary and secondary motivation (Nakonečný, 2014)

Conscious and unconscious motivation are divided on the basis of awareness. Unconscious motivation is based on unwanted motives, so we do not let them into our consciousness (Svatoňová, 2016, p. 18). The primary motivation is inborn biological needs, which evolve through conditioning and act as instincts, for example hunger. Secondary motivation is learned tendency of behaviour in its manner, strength and direction. It is based on primary motivation. The motive is, for example, the need for a certain food. Internal motivation comes from the individual (plan, idea, desire) and external motivation is influenced by people and stimuli in the environment (Hartl, Hartlová, 2015, p. 328). I will dedicate my attention to extrinsic and intrinsic motivation in the next chapter, because I follow up on these two divisions in my practical part of the thesis.

3.2.1 Intrinsic motivation

Internal motivation means that what we do, we do of our own free will and no external stimulus or praise is expected. For a pupil who is intrinsically motivated learning represents

a source of knowledge and satisfies his cognitive need. Internal motivation positively affects the student's concentration, school success and in general has a positive impact on the quality of learning (Kleinová, 2018, p. 19). Internal motivation is an assumption for further education. Pupils who enjoy and are interested in learning, better understand what they are learning and more often feel inner satisfaction (Ondrušková, 2018, p.11). Pavelková claims that the pupil should take his own development into his own hands, which should not be only an external task of the teacher. The student should transform his work into a project of his self-development, which at the same time increases the demands on the teacher, who should know how to guide the student (Pavelková, 2002, p.17).

According to Nakonečný, the terms intrinsic and extrinsic motivation can be misleading as some activities can be labelled as both intrinsic and extrinsic without being able to identify the difference between them. For example, work may be typically intrinsic for someone, as they find in it a source of enjoyment and self-fulfillment, but for someone else it is forced by external circumstances, such as a source of livelihood, and in this case it would be extrinsic motivation. Intrinsic can be defined as an activity that a person does for its own sake and enjoys it, and these are mainly games and entertainment, for many it can also be sports and various types of interests (Nakonečný, 2014, p. 90-91). Psychological dictionary (Hartl, Hartlová, 2015, p. 328) describes intrinsic motivation as coming from the organism (individual) such as hunger, thirst, hormone level, but also a goal, plan, idea, desire.

3.2.2 Extrinsic motivation

Extrinsic motivation usually refers to behaviour that is performed at someone's will and is prompted by external incentives that a person takes on because they expect a reward for fulfilling them (Nakonečný, 2014, p. 91). According to Pavelková, extrinsic motivation can have both short-term and long-term characteristics. Different types of motivation are usually assessed on the basis of the extent to which the activity is carried out of one's own will and spontaneously (Pavelková, 2002, p.20).

Extrinsic motivation is usually distinguished by these four types:

- **External regulation** – a type of motivation that is initiated by external factors, the impulse is usually another person who offers a reward or threatens punishment.
- **Introjected regulation** – passive takeover of behavioural regulation. The student accepts certain rules, but does not accept them internally.

- **Identified regulation** – the student begins to identify with the values of the desired behaviour and acts much more willingly on his own decision.
- **Integrated regulation** – activities are done on one’s own initiative, however, unlike intrinsic motivation, there is no interest in the activity itself, but the importance of the given activity and its result. (Pavelková, 2002, p.21)

The main difference between extrinsic and intrinsic motivation is that extrinsic motivation comes from the outside while intrinsic comes from within. However, our motivations are usually mix of both. The following table shows the main differences between intrinsic and extrinsic motivation.

INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION
Purpose of participation: Enjoyment in the process itself	Purpose of participation: Benefits derived from participating
Rewards: Effective rewards (enjoyment, pleasure)	Rewards: Social or material rewards
Self-motivation to take on new tasks and innovate	Increases social learning compliance
Self-motivation to take on new tasks	Increase speed of task
Emotions experienced: Pleasant (enjoyment, freedom, relaxation)	Emotions experienced: Tension and pressure (social approval is not under direct control)
More likely to stay with a task long-term	More likely to do a necessary task of little interest
Slower behavioural change	Removing reward results in motivation loss

NICKERSON, Charlotte. *Differences of Extrinsic and Intrinsic Motivation*. SimplyPsychogy.com [online]. 1.12. 2021 available from: <https://www.simplypsychology.org/differences-between-extrinsic-and-intrinsic-motivation.html>

4 Factors influencing motivation and second language learning

Some students want to get the best grades on their report card and so they try to get excellent results in English as well, some need to communicate in English on Facebook or like to listen to foreign interpreters trying to understand them. Someone else will find English difficult because it is spelled and pronounced differently, or they have been told that they definitely have no talent for languages and that English classes are boring (Bilanová, Lorencovičová, Netolička, 2009, p. 17-18). Our motives are constantly changing, either on the basis of changes in society or on the basis of ontological changes of the individual. The motivation to learn a foreign language results mainly from the need to communicate with other people in effort to understand a new culture which often has nothing in common with our culture. During puberty, the influence of parents and teachers on the child decreases, the student closes in on himself and the internal motivation for further study begins. Peers and friends around play an important role. There are many factors that influence foreign language learning, such as age, intelligence, attitudes, motivation or personality. No less important factors are classmates, the climate of the given class or even the entire school (Zvoníčková, 2020, p. 15-16). Janíková (2011, p.51-52) mentions that during the teaching of a foreign language it is essential to take into account the individual characteristics of the student, which have a great influence on the effective learning of a foreign language and must be taken into account during any methodological decision-making. It is confirmed by Forejtová (2021, p.15), who claims that a very important role is played by the fact that each student is unique and has individual needs, goals, desires and also different motives.

Individual peculiarities that influence the acquisition of a foreign language:

Endogenous factors

- Age (social age, biological age, cognitive development)
- Intelligence (supposition for learning foreign languages)
- Affective variables (attitudes, motivation, emotions)
- Student's personality
- Learning styles and strategies
- Individual experiences with learning foreign languages

Exogenous factors

- Teaching (teaching methods, teaching materials, teacher-pupil interaction)
- Social origin (family background, living conditions, friends, social status)

- Close or distant relationship to the target language society
- Interaction and its quality (contact with a foreign language) (Janíková, 2011, p. 53)

In the professional literature, we encounter different opinions of experts on the structure of learning styles, but they mostly agree that learning is influenced by innate dispositions, internal factors and factors of the external environment. The influences of innate dispositions include, for example, impulsivity, dominance of the cerebral hemispheres, characteristics of cognitive processes, or differences between the sexes. Among the main internal factors influencing learning are, for example, age, motivation, current psychological states or previous experiences. External influences mainly include pedagogical conditions:

- Teaching concept (traditional, audio-lingual, communicative).
- Curriculum (character, difficulty, scope).
- Conditions for learning (place, time, aids, context).
- The teacher and his teaching style.
- Method of testing and evaluation.
- Social situation (group, competition, relationships in class) (Lojová, Vlčková, 2011, p. 28-30).

To achieve school success, students need positive motivation, which they can get from teachers in the form of grades, from parents in the form of verbal praise and rewards, or they can also get it from themselves. The home, the immediate environment and the parents significantly influence the home preparation of the pupil and how he will approach learning. However, in addition to rewards, we can also include punishments as motivational factors, when students are motivated to perform better in order to avoid punishment. In the school environment, it can be a bad grade, in the home environment, they can be banned from the computer (Forejtová, 2021, p.15-16). In general, children and pubescents tend to have stronger short-term motivational factors, so it is essential to find out what applies to a particular student. For example, someone who likes to play computer games or spends the summer outside the Czech Republic has a high motivation to learn English and sees practical use in it in the future. There are also (a small percentage) students who have a clear idea of what they want to do in the future and knowing a foreign language can be useful for them. However, good results and success are the main source of self-confidence for most students and therefore the main motivational factor (Bilanová, Lorencovičová, Netolička, 2009, p.18).

There are many factors that affect motivation during foreign language learning. In the following chapters, we will devote our attention to the most frequently mentioned ones.

4.1 Assessment

School assessment is all assessment processes and their manifestations that directly affect school teaching (Kalhous, Obst, 2009, p.404). Assessment of pupils in teaching is essentially systematic. The systematicity of the assessment can be seen in the fact that the teacher prepares this activity, carries it out regularly, organizes it and the results are compared with the selected standards at certain time intervals. School evaluation provides information on how successfully teaching is conducted and what its results are. It is essentially feedback that tells whether the work at school is achieving the expected goals (Kolář, Šikulová, 2005, p. 17).

Positive assessment is one of the key elements of modern education. Through positive evaluation, the teacher praises the student for his performance, skill, hard work, good idea or behaviour. Evaluation can also be a positive assessment of the student's possibilities, confidence in the student's abilities, mention of shortcomings and ways of improvement. However, it is important to realize that praise can have a negative effect and it is not possible to praise anything and at any time. A habit of praise may arise, which distracts the child from the learning (Čapek, 2008, p.43). The evaluation of pupils is closely related to the subjective idea of a successful pupil, which the teacher consciously or subconsciously creates and compares with a specific pupil. This opinion is reflected in the pedagogical work in the form of demands, requirements, expectations of certain performances and behaviour as well as evaluation criteria (Kolář, Šikulová, 2005, p.21).

A positive assessment is also taken as a reward and brings the pupil joy and satisfaction of some of his needs. On the other hand, a negative evaluation brings the student displeasure, frustration, restriction of some of his needs and can be taken as a punishment (Čapek, 2008, p. 31). A child who has been negatively evaluated develops negative self-conception. To relieve the tension that results from the discrepancy between his actual behaviour and this negative self-image, he begins to behave in a way that obliges to this image. The child does not value himself and has nothing to draw confidence from for further work. In addition, there is a risk that based on a negative assessment of the student's performances, the teacher will form an overall simplified and untrue image of him (Košťálová, Miková, Stang, 2012, p. 47).

These six evaluation functions are described in school didactics (Kalhous, Obst, 2009, p. 404-405):

- assessment is supposed to be feedback for the teacher
- assessment is intended to provide feedback to pupils
- assessment is intended to motivate pupils
- the evaluation serves as a basis for keeping records of the student's performance
- the evaluation allows to provide documents about the student's current results and level achieved
- the assessment enables the student's readiness for further learning to be assessed

Through evaluation, we can increase the student's motivation in learning activities. Based on the evaluation, students experience success or failure, and this is the motivation for further learning achievements. Evaluation can significantly encourage a student, but in the hands of an indiscreet teacher, it can also make the same student disgusted with the work in a certain subject or with a specific teacher. The motivational value of assessment in school is important and depends on how well the teacher knows the particular pupil and also how he understood which needs are priority for the pupil (Kolář, Šikulová, 2005, p. 45-46). In the period of pubescence, on the grounds of development of abstract thinking, a pubescent is able to think about different options, understand different theories and solve different problems. The ability to combine ideas and think in abstract terms also affects the ability to evaluate and self-evaluate. At this age, students often argue with the teacher about the objectivity of the assessment, they want to know what the grade was for and they often consider it unfair. In order to avoid these problems, it is good to set the criteria together with the students in advance. In addition, if the student has the opportunity to correct his assessment, he can also positively change his own self-image (Košťálová, Miková, Stang, 2012, p. 66-67).

4.2 Class climate

The classroom is considered to be an environment in which the student's current social needs are met. The students who assemble the given class, together with the teachers, participate in the creation of its climate (Kalhous, Obst, 2009, p.233). Lašek (2001, p. 40) claims that the climate of the classroom is more permanent social and emotional mood of the students in the classroom, which is created and experienced by teachers and students in interaction. In modern pedagogy, Průcha (2017, p. 343) mentions that opinions about what or who is the source of forming the climate in the classroom differ among experts. Some of them claim that the main source is the students (structure, characteristics, behaviour),

others assert that the main creator of the climate is the teacher, who can more significantly influence the climate of the classroom with his characteristics and his role in teaching.

According to school didactics (Kalhous, Obst, 2009, p. 397), the following factors are particularly involved in creating the classroom climate:

- Communication and teaching procedures used by the teacher
- The way in which students engage in learning
- Preferential attitudes and expectations of teachers towards pupils
- The climate of the school of which the given class is a part of

Classroom climate can have a major impact on students' motivation and their attitude towards learning. Very important are the teacher's skills, which are applied in creating a positive climate. Goal-oriented, relaxed, warm, task-oriented, supportive of students, and with a sense of order is the optimal classroom climate that aids the learning process by creating and maintaining positive student attitudes toward learning as well as their intrinsic motivation (Kyriacou, 2008, p. 79). According to Lašek (2001, p.45-46), the participants of the climate are not the teacher and the pupils, but the teacher together with the pupils. The teacher directs the teaching, proposes rules, supervises, works with pupils individually, face-to-face or in groups, differentiates according to abilities, but also disorganises. The student is task-oriented, feels personal integration and independence, experiences competition and the difficulty of school work, explores himself and his surroundings.

The class is the most significant small social group next to the family. A child with different socio-economic conditions of the family, gender and race gradually integrates into the social life in the classroom. The originally formally established class structure changes to an informal one, students join groups, find new friends and enemies. The teacher tries to give students a positive impression of school and education. These common attitudes make it easier for children to get along in the classroom (Ondráček, 2014, p.13-14). The quality of social relations between teachers and pupils leads to a positive climate. In the school classroom, a positive climate can influence appreciation. Teachers often praise pupils, but this is not the same as appreciation. Appreciation is more directed towards the pupil's personality, skills and abilities (Žárská, 2021, p.17).

A relaxed, warm and supportive environment contributes to pupils' relaxedness and awakens their curiosity and interest in learning activities. An early beginning of the lesson, attentive observation of student progress and paying attention to organizational

matters can help ensure a smooth lesson and keep students engaged (Kyriacou, 2008, p.79-80). Material resources also contribute to the classroom climate. A nice classroom that is ventilated, cosy, decorated and arranged can induce contentment, calmness, a sense of security and also promote a trustworthy climate. It often occurs at lower secondary school that the interest in creating a pleasant environment in classroom ceases, and such classrooms are impersonal, poor and uncomfortable (Žárská, 2021, p.19).

Classroom climate cannot be understood in isolation from social-psychological, environmental, sociological and cultural contexts. There are different taxonomies regarding classroom climate, I have chosen the taxonomy described by Ondráček (2014, p.15) distinguishing four determinants affecting the origin, form and effects of climate:

- **Ecology** (characteristics of the building in which the teaching takes place)
- **Environment** – characteristics of teachers (salary classification, length of experience) and pupils (age, gender, social status)
- **Social system** (social communication, relationships between key participants)
- **Culture** (values, emphasis on cooperation, expectations of participants, clarity and consistency of goals)

The climate of the classroom can have a fundamental influence on the students' motivation and their attitude towards learning. In order to create positive expectations in students, it is necessary to ensure that students have a high opinion of their abilities. A teacher can support this positive attitude by providing opportunities for students to achieve success and encouragement when they are struggling (Kyriacou, 2008, p.79-80).

4.3 Home environment

Psychologists today are coming to the fact that the cornerstones of teaching are definitely parents, which is perhaps the most powerful factor. In many cases, teachers can improve the school results of students only by working with parents who support and encourage children in learning. Children who are the most motivated also have the most motivated parents (Hartl, Hartlová, 2015, p. 511). As far as education is concerned, the importance of the family is not only to provide the child with a home environment in which he feels safe, but also the need for parents to take an active interest in the child's school progress and offer help on his home preparation for classes. Well-functioning parents know their child's teachers, turn to them for advice, support the school's work, and teachers, on the other hand, learn more about the child's environment and can discuss teaching problems with the parents

(Fontana, 2003, p. 40). In the pedagogical dictionary (Průcha, Walterová, Mareš, 1995, p. 189-190), the family is described as a social institution that creates a certain emotional climate, shapes interpersonal relationships, values and attitudes, the foundations of ethics and lifestyle. The family, together with the school, fulfils important educational functions. The family satisfies the need for social interaction and communication, mutual love, help and security and creates conditions for achieving short-term and long-term goals (Rozsypalová, Čechová, Mellanová, 2003, p. 148).

Parents have great options in choosing a school for their children and also have a significant role in influencing school education. In modern pedagogy (Průcha, 2017, p. 413), statements are described that express the expectations of parents and also educators:

Parents' expectations related to school and teachers:

- I want advice on what to do if something is wrong with the child.
- I want the teacher to like my child.
- The teacher has to teach the child everything without homework, without problems.
- The teacher has to solve the problems from the school in the school.
- The teacher should report on the child privately and tactfully.
- The teacher should be fair to everyone.
- Let the school not bother the parents.
- I expect the teacher to teach at school and I don't have to stand for it at home.

Teachers' expectations related to parents:

- Teachers expect parents to be willing to solve common problems.
- Creating a positive family environment.
- Taking care of their children's work.
- Ensuring children bring supplies to school.
- Interest in meeting the teacher.
- Meeting the teacher's requirements. (Průcha, 2017, p. 413)

The educational function of the family is irreplaceable and fundamental for the child. Parents are a role model for a child with whom they identify. An important role of the family is to prepare the child for life and enables the development of the child's talents. If parents

do not pass on important values to their children and education is not important to them, then education is not a priority even for children in adulthood (Pilcová, 2016, p.15-16).

4.4 Teacher

The teacher is one of the basic factors of the educational process, which ensures the transfer of knowledge to pupils. The teacher organizes and coordinates the students' activities, observes the learning process and co-creates the educational environment. In addition to that, he also works in interaction with pupils, cooperates with parents, with other teachers and with the local community (Průcha, Walterová, Mareš, 1995, p. 242). There are different kinds of teachers in education. Some like to experiment and enthusiastically embrace new ideas. Some are adapting to new innovations in the sense of new teaching programs, methodological guidelines, or they are also changing their pedagogical reality through the influence of parents, pupils, or the public. Apart from that, there are also teachers who do not want to change anything and have strong opinions on any changes (Kalhous, Obst, 2009, p. 110). In case of the teaching profession, personality characteristics play a significant role. In modern pedagogy (Průcha, 2017, p. 188), the importance of the basic features of the teacher's personality is described as motivation for the profession, talent for the profession (teaching ability) and cognitive equipment (good memory, humour, common sense).

According to the method of applying authority, the following typologies of teacher personalities are defined (Podlahová, Jůvová, 2012, p. 51):

- **Authoritative** – the teacher direct students with the help of commands, prohibitions and regulations, asserts himself without regard for the student.
- **Democratic** – the teacher can empathize with the student's situation, he is more of a partner.
- **Liberal** – the teacher does not manage to enforce his will, makes decisions only in extreme cases.

All the above-mentioned styles of the teacher's work can change according to the type of teaching activity, and it should also be noted that the teacher only tends to a certain type of work, it does not mean that these styles immediately fit the individual.

Teachers differ in a number of personal and professional characteristics, which also means that each teacher is convenient for a different student. Owing experiences, teachers develop and become experts who are able to act sensitively in complicated situations. They can

promptly take action and improvise (Vašutová, Ježková, 2015, p.138). Teachers are limited to some extent by norms and conventions that indicate how they should talk to students, how they should punish them, how they should evaluate them, or how to touch them, for example. With regard to age, experience, gender and unique personality traits, the individuality of teachers is manifested within these binding standards. Some teachers are always cheerful and like to joke, but cannot maintain a sufficient level of discipline in the classroom, while another teacher is strict, often reprimands students and rarely praises them (Průcha, 2002, p. 52). The teacher should take into account the individual needs of the pupils, their previous knowledge, respects the diversity of interests and also takes into account their family situations and relationships with peers. Treats everyone without justified favouritism or discrimination. Teacher should realise that intelligence and talent have many dimensions and that each student may be less gifted in some areas, but more gifted in others. The teacher supports the formation of character, the growth of self-confidence, motivation and respect for the value of the individual (Kalhous, Obst, 2009, p. 114).

In an effort to encourage student motivation, there are important techniques related to students' intrinsic and extrinsic motivation and their expectation of success. However, there are big differences in when to activate these techniques for individual pupils. They are influenced by experiences at home, experiences at school, and also by how to perceive what the teacher asks and expects from them when assigning various tasks. There is a need to ensure that pupils are encouraged to learn and to convey high positive expectations (Kyriacou, 2008, p. 82-83). It is important to realize that making mistakes is part of the learning process. Frequent criticism in front of the class and bad grade can cause little motivation even when it is theoretically within their power to master the problem. If the teacher encounters low motivation, it is important to find out what kind of experience the child has had with failure so far, or how this experience has generally affected his motivation to learn (Fontana, 2003, p. 219). A good teacher will keep students interested in work, even in the event of temporary setbacks and difficulties. Cooperates usefully with colleagues and uses other adults as his assistants to improve the quality of his own work. Teacher can effectively evaluate the work of individual pupils and the whole class. He can assess how far the learning activity has achieved its goals and what the pupils have learned. This means that he is also able to evaluate himself (Kalhous, Obst, 2009, p. 115-116).

4.5 Teaching methods

Teaching methods belong to the basic categories of school didactics and we understand them as a way to achieve the set teaching goals. Teacher-pupil interaction is implemented in teaching through teaching methods. It is mutual cooperation, where the pupil identifies with the set learning goal and the teacher accepts his individual psychological and social peculiarities (Kalhous, Obst, 2009, p. 307). In the pedagogical dictionary (Průcha, Walterová, Mareš, 1995, p. 265), the teaching method is defined as a procedure and a way of teaching, which characterizes the activity of the teacher leading the student to achieve the set goals.

During the acquisition of a foreign language, the student has to master another means of communication other than his mother tongue. Language acquisition is associated with acquiring knowledge about the language. Which procedures are used during language acquisition depends on the basic teaching method (Martynková, 2009, p. 12). When teaching foreign languages, a whole range of methods are used, which differ in their emphasis on skill. Vráblíková described methods used in foreign language teaching:

Grammar translation method focuses on the acquisition of the grammatical rules, vocabulary, established phrases and collocations. Reading various texts with follow-up questions, lexical exercises, translations of literary passages are examples of activities used in today's teaching. This method is structured for classroom work.

Direct method focuses primarily on speaking skills. Instructions are provided in the target language with no translation option.

Silent way is a method where the student expresses opinions and ideas during mutual interactions, the teacher plays an active role especially in determining discussion topics. Silence from the teacher helps to promote independence, self-confidence and initiative.

Suggestopedia is a method characterized by pleasant, calm music and moderate lighting. Students relax and listen to specific dialogues accompanied by music. This method helps eliminate psychological barriers to learning.

Group language learning helps to eliminate stress and fear stemming from language study. Students have the opportunity to choose teaching topics according to their interests and needs. This method helps them feel safe.

Reading method focuses on reading texts with the aim of overall understanding. Reading strategies are an important element in using the target language in practice.

Audiolingual method is used to enable students to respond quickly and accurately during conversation. They repeat patterns and phrases until they are able to reproduce everything spontaneously with pronunciation of a good quality.

Communicative method focuses on functional use. Activities are focused on solving problems. Students usually work in small groups with authentic materials.

Total physical response is a method based on the idea that listening should be fully developed before students start doing any activity. The aim is to combine expression and non-verbal, action and movement reactions.

Natural approach takes place without the use of the mother tongue, without reference to grammatical analysis, grammatical drill or specific grammatical theory. The method emphasizes independent expression rather than practice (Vráblíková, 2008, p. 180-188).

Teaching method is a way to achieve educational goals. In traditional interpretation of the subject matter, the teacher leads an almost uninterrupted monologue and the pupil's activity is very low. However, the advantage is the time efficiency, when the teacher covers a large amount of material in a short time. During an interactive lesson, the teacher assigns tasks or questions to the students, which achieves greater student communication activity and at the same time reduces student fatigue. With teaching methods such as interview or problem solving, students' internal and external motivation, communication activity, thinking and the development of the student's key competences increase (Mešková, 2012, p. 95). The best way of teaching takes place in a combination of the frontal method and teaching enriched with activation elements. From the activation methods, didactic games (knowledge quizzes, question games, crossword puzzles) are most often used. They serve to reinforce the subject matter and at the same time entertain students. In addition, thematically focused film demonstrations are also often used (Kotrba, Lacina, 2011, p. 41). Didactic games have been widely used in recent years. Through game situations, even complex learning tasks can be solved with the pupils, as the game becomes a strong motivational stimulus for them (Kalhous, Obst, 2009, p.323).

Mešková (2012, p. 97) describes the basic principles for inducing (maintaining) the student's internal motivation:

- **Meaningfulness** (so that activities make sense here and now)
- **Cooperation** (replace individual work with work in pairs)
- **Free choice** (so that the student has the opportunity to decide what specifically he will do, in what way, or with whom)

- **Feedback** (having information about correctness of the resulting procedures)

Lesson preparation is quite demanding for the teacher and requires functional consideration of content, material provision, selection of groups and gradual preparation of pupils (Kalhous, Obst, 2009, p. 324). This is confirmed by Mešková (2012, p. 95), who claims that even with the most motivating method, the teacher will not achieve the desired effect of the students' work if he neglects accuracy and completeness in the organization of the work.

4.5.1 Didactic means and technology

The production of didactic aids is connected with the activation methods. Their use can be multiple and they can take different forms. These can be, for example, audio and video samples, photographs, PowerPoint presentations, software programs, prepared materials for working with an interactive whiteboard, or simple paper aids (Kotrba, Lacina, 2007, p. 33). The more the teacher provides opportunities for fun or play, the more likely it is that new learning will occur. Children who have little access to materials, objects to manipulate and where there is limited amount of social interaction learn more slowly than children in a more stimulating environment (Fontana, 1997, p. 54). Most activation methods can be expanded and improved with the help of modern didactic technology such as computers, the internet, data projectors or interactive whiteboards (Kotrba, Lacina, 2007, p. 33). Today's school system requires a teacher to be able to master information and communication technologies and to be able to include them appropriately in teaching. The teacher's creativity together with new technologies can increase the attractiveness of a foreign language and significantly increase the students' motivation (Ratajová, 2014, p. 36).

The textbook is also considered a basic teaching and learning tool that specifies the educational goals of the curriculum, defines the content and scope of the curriculum and provides the basis for developing the skills set by the curriculum. Textbooks contribute to improving the quality of educational results. Their task is to teach children to work with the book as a source of information (Kalhous, Obst, 2009, p. 143). The textbook presents a section of the planned educational content and is an information source for pupils and teachers (Průcha, Walterová, Mareš, 1995, p. 238). For teachers, the textbook is one of the main components of the preparation for the lesson as well as the selection of activities that the students will carry out with the curriculum (Průcha, 2017, p. 293). English textbooks contain a large amount of motivational material, both textual and non-textual. The textbooks

themselves often contain the author's recommendations for various short games or physical warm-up activities. The motivational function of the textbook is fulfilled by illustrative material or interesting text topics designed for reading comprehension or listening. The textbook can show the student the beauty, usefulness and interest of the English language and positively motivate him to return to English with pleasure (Šindelková, 2014, p. 14).

5 Demotivation

Unmotivated students are one of the biggest problems a teacher has to deal with. First of all, it is important for the teacher to realize why students approach learning in a way that ultimately damages them. For teenage pupils, the main task is to build an identity, and it is precisely to protect their self-esteem that they often reject school work. They usually avoid learning tasks or copy. Pupils with worse results receive the fewest positive stimuli. They are mostly children with little abilities and an unstimulating family background, who may try hard, but their results are inadequate (Kalhous, Obst, 2009, p. 371). In any case, demotivation can be caused by a number of impulses. It can be, for example, insufficient communication, unfairness, closed-mindedness of the educator, use of unclear and confusing instructions and commands causing guesswork and uncertainty. The contradiction between the teacher's words and actions also has a very negative effect on students (Kotrba, Lacina, 2011, p. 77).

Frustration and anxiety are among the main factors of demotivation that we also encounter in language learning.

5.1 Frustration

Frustration occurs when a person tries to satisfy his need and an obstacle is placed in his way. An individual does not receive the reward he expected or did not complete a task he had been working on for a long time. Frustration creates a negative psychological state, and a long-term frustrated students can be a serious problem, as motivational energy builds up and remains uncharged (Kotrba, Lacina, 2011, p. 77). In the pedagogical dictionary (Průcha, Walterová, Mareš, 1995, p. 70), frustration is described as a psychological state that arises when an individual is prevented from achieving a goal that matters to him. The source of difficulties can be external (other people's decisions, physical obstacle) or internal (distrust, shyness, anxiety, illness). In the school environment, the student can be frustrated, but so can the teacher.

Students experience frustration with grades and report cards if they do not get the grade they expected. Each individual reacts to frustration in a different way. Someone tries to engage more forces in order to achieve a goal, someone finds an alternative goal, someone abandons the idea of achieving their goal and someone is aggressive. The aggressiveness of an individual is not only encountered by the environment, friends, family, but also by the teacher (Kotrba, Lacina, 2011, p. 77).

5.2 Anxiety

Anxiety is described as a state where an individual is afraid of something, but does not know exactly what for. Anxiety is triggered by specific external circumstances rather than internal conflicts. Manifestations of anxiety are very close to manifestations of fear, they include an increase in heart rate, high blood pressure, sweaty palms, rapid breathing, stomach ache, vomiting, diarrhoea, reduced mental concentration and overall work performance is reduced (Hartl, Hartlová, 2015, p. 659-660). If during pubescence the individual does not find support and understanding from any of the adults and is isolated and ridiculed by peers, then unpleasant feelings of loneliness accompanied by depression and anxiety may appear. Since the youth are emotionally unstable during this period, they tend to act and think in short-term terms (Vymětal, 2004, p. 61).

In foreign language classes, anxiety is a common phenomenon among pubescents. One of the reasons is insufficient language skills both in understanding and in spoken and written expression. Another reason is that the student will make a mistake and other classmates will make fun of him. Pupils are required to respond to articles and engage in short debates, but in some textbooks the degree of difficulty does not match the pupils' language level. The teacher can also be a negative factor. If his reactions to the student's ignorance are inappropriate, it can cause the student to dislike the given language even if he preferred this language in the past (Ratajová, 2014, 41-42).

The theoretical part discussed above was used to create a research in the practical part, which is described in the following chapters.

Research

6 Topic of the research and research questions

In the research part, the author decided to inquire into the factors affecting motivation and demotivation in English classes. This topic has been chosen for the reason of the interest in the view of today's teenagers on the necessity of mastering a foreign language, why they think it is important to know this language or, on the contrary, what discourages them from learning the English language.

Motivation is a really broad topic and each individual can see something different in it. For some, the motivation to learn English is the vision of traveling and meeting new friends in foreign countries, for others, the motivation is the opportunity to watch a film in the original language. Someone else, on the other hand, thinks that they will never need English or that they do not have enough skills to learn it properly. There are many possibilities for what factors influence motivation and demotivation. That is why it has been chosen a questionnaire survey among pupils, where it is possible to obtain a larger amount of data, according to which it is possible to find out whether the pupils agree on some factors influencing motivation and demotivation in English lessons.

In my work the following research questions were determined:

What is the main motivation of students to learn the English language?

What is the main demotivation of students in English language classes?

Is intrinsic motivation more common in 9th graders than in 6th graders?

Are children of parents who are fluent in English more motivated to learn English?

7 Aim of the research and hypothesis

In this thesis the author focuses on the factors influencing motivation and demotivation in English language classes at the lower secondary school. The research took place among pupils of the 6th and 9th grade of elementary school in Brno in the form of a questionnaire survey. The aim of the research is to find out what factors mainly influence motivation and demotivation in the English lessons of these two groups and subsequent comparison with regard to their age, needs, development, future studies, awareness of the necessity of language in life, and so forth. Considering the age of the respondents were primarily chosen closed questions that could be filled in more willingly.

Five hypotheses were established:

- As the main motivation to learn the English language in the classroom, the pupils state the understanding of authentic audio-visual materials and social media in the English language.
- As the main demotivation of students in English language classes, students state fear of speaking.
- Pupils state insufficient activation approach of the teacher in English language classes as a factor increasing demotivation.
- 9th grade students state the type of intrinsic motivation in English lessons more often than 6th grade students.
- Students who state that their parents are fluent in English, also state the type of intrinsic motivation in learning English more often than students who state that their parents are not fluent in English.

8 Target group

The research took place at elementary school in Brno Židenice district. Three classes of the sixth grade and three classes of the ninth grade took part in the research, thus six classes in total taught by three different teachers.

Pupils of the ninth and sixth grades were selected on purpose. The 6th grade is a transition year, when students move from the primary school to the lower secondary school. These students build new habits in relation to learning, to new subjects, get used to changing teachers (to which they were not so used to before), and also begin to feel more significant changes in their personality development. The students of the ninth grade, on the other hand, are used to the conditions of the lower secondary school and are the oldest students at the school. However, at the same time, they are beginning to realize the importance of education and are on the threshold of deciding how to grasp their future. The result of the research may be an interesting observation in how much the factors of motivation and demotivation differ in these two groups, if at all.

114 respondents took part in the research, of which 58 were girls and 56 were boys. There were 57 of sixth-graders and 57 nine-graders.

9 Methodology and data analysis

A quantitative method (questionnaire) was used for data collection and to determine students' attitudes. The methodological inspiration for creation of the research tool was the literature mentioned above in the theoretical part as well as *Methods of Pedagogical Research* by Chráska (2007).

The respondents expressed their attitude in a questionnaire made up of seventeen questions. At the beginning of the questionnaire there are questions determining whether the pupil is from the sixth or ninth grade and also the gender of the pupil. Three open-ended questions give respondents the opportunity to write down their answer to the question and to analyze the issue from their point of view. The rest of the questions consist of multiple-choice answers or their ordering. These closed questions were recoded for further statistical processing as follows: yes – rather yes – rather no – no. Other options offered are: I agree – rather agree – rather disagree – disagree.

Question number 1, which ascertains the attended grade of the respondent, was marked with the number 1 (6th grade of elementary school) and 2 (9th grade of elementary school) for the purpose of analysis.

Similarly, for the question determining the gender of the respondent, the answers were marked with the numbers 1 (female) and 2 (male). The students' answers from the questionnaire, including demographic questions, were used to verify the hypotheses.

For questions (3, 4, 5, 9, 11, 12, 13, 14), the respondent had the following answers in the offer: yes, rather yes, rather no, no. Afterwards, the answers from the analysis were marked with the numbers 1 (yes) to 4 (no).

For the assessment of statements (7, 15, 17), the respondent had the following answers in the offer: agree, rather agree, rather disagree, disagree. For question 6, where respondents ranked the answer choices, the indicated respondent numbers were used. Questions (8, 10, 16) were answered by free response.

In data analysis, a parametric T-test for two independent samples was used to compare the mean values of two different groups of data. This test is suitable for measuring the statistical significance of a difference. Before using the T-test for two independent samples, I used Levene's test to verify that the variances are similar between groups and to allow the choice of an appropriate statistical method, since the T-test for two independent samples assumes

equal variances. Spearman's correlation coefficient was used because I wanted to analyze the relationship between ordinal data, which may not meet a normal division. Spearman's correlation coefficient is suitable for such data because it is resistant to a non-normal division.

10 Data collection

Data collection took place at an elementary school in the Brno area of Židenice in June 2022. The relevant teachers and students were familiar with the research. The data were collected personally, either in the presence of the teacher, who, however, did not interfere in anything, or it was carried out by the teacher himself, who received precise instructions and was adequately informed about the process in advance.

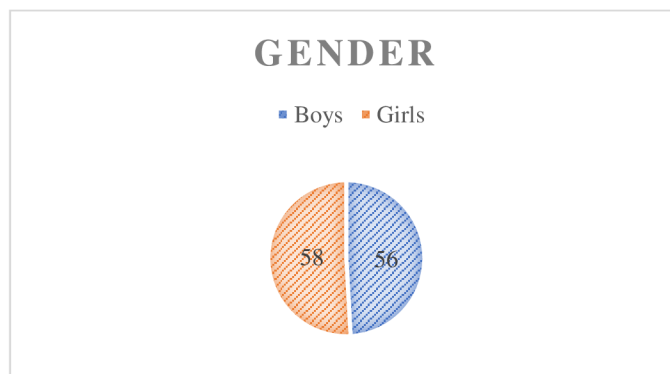
The students were orally introduced to the research and its progress. They were informed about the voluntariness of the entire research as well as its anonymity. They were also reminded of the necessity of independent completion, without evaluation and publication of the results. Any questions of the students were answered before the start of the research to avoid mistakes. They were then given two papers containing a questionnaire written in Czech language. Information related to the research was written at the beginning of the questionnaire. No time limit was given to the respondents. No student exceeded the 30 minutes completion limit. The average time to complete the questionnaire was 15 minutes. All respondents participated in and completed the survey, none refused or withdrew.

11 Results

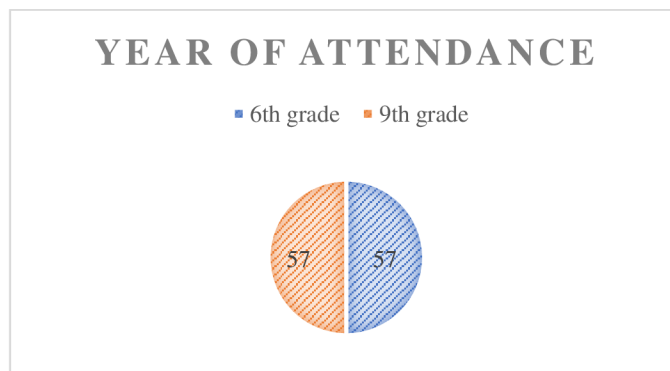
In the research part, the author will show not only the overall results, but also analyze the individual questions. The individual questions were compared and also described the points of interest that the research revealed. I will also show whether there are differences between classes or genders of pupils. After these chapters summarizing basic information, I will move on to the main research goal, which is to find out what are the main factors influencing motivation and demotivation in English language classes.

11.1 Year of studies and gender

At the beginning of the chapter, a summary of the student's answers in the questionnaire is presented regarding the first two questions. The initial two questions are informational. The first question is about student's gender. As you can see in Graph 1, out of the total number of respondents, 58 girls and 56 boys participated. The next question focuses on whether the students are from sixth or ninth grade (Graph 2). Here you can see that coincidentally the same number of participants from both classes is 57.



Graph 1 Gender



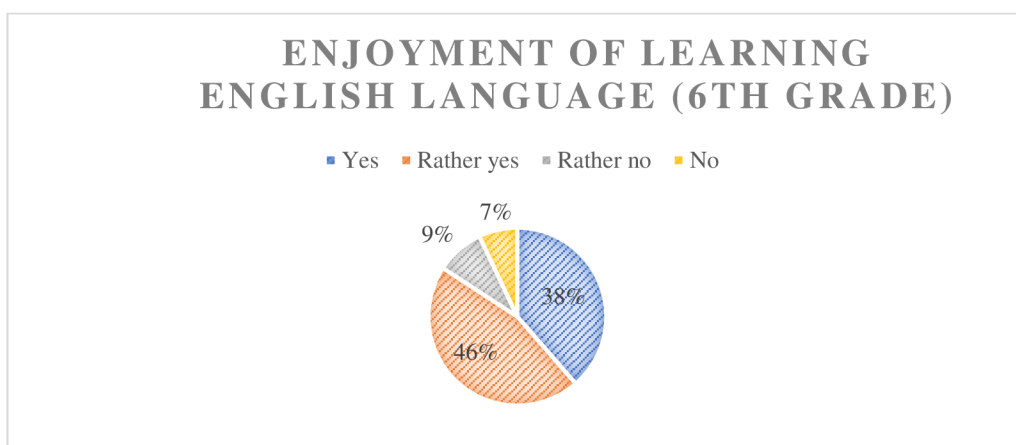
Graph 2 Year of attendance

11.2 Enjoyment of learning English language

Whether students enjoy the English language depends on many factors, such as the age of the students, their experience with English, the method of teaching, the quality of the teacher, the students' interest in English and many others. Some pupils may have a natural love of language learning and enjoy learning new words and phrases, while others may be less interested and see this learning as an obligation.

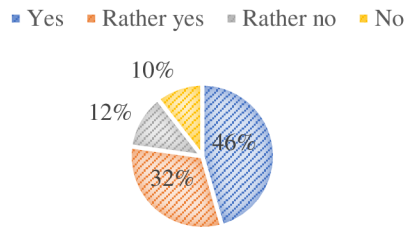
The popularity of the English language appeared in the research dealing with a similar theme of motivation in English language classes. In Ratajova's (2014) research, which dealt with motivation and demotivation in foreign language learning, Houdka's (2013) research, which dealt with the issue of motivation in English language classes, or Papajova's (2011) research focusing on motivation for learning foreign languages in the lower secondary schools, it turned out that students mostly enjoy learning the English language.

In my research, students answered whether they enjoy learning the English language with the chosen answer. As you can see in the Graph 3, I found out that sixth grade respondents mainly enjoy learning of the English language, 38% of respondents answered yes, 46% answered rather yes, 9% answered rather no and 10% answered no. In the ninth grade (Graph 4), a positive attitude towards the English language also prevails, when 46% of respondents answered yes, 32% rather yes, 12% rather no and 10% no. In the joint summary of both classes (Graph 5), it was discovered that the students mostly enjoy learning the English language, when 42% of the total number of respondents answered yes, 39% of them answered rather yes, 10% rather no and 9% no.



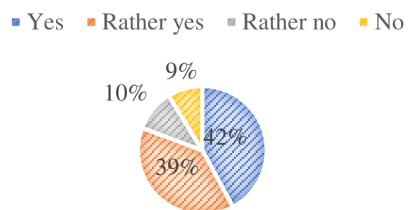
Graph 3 Learning English language (6th grade)

ENJOYMENT OF LEARNING ENGLISH LANGUAGE (9TH GRADE)



Graph 4 Learning English language (9th grade)

ENJOYMENT OF LEARNING ENGLISH LANGUAGE (ALTOGETHER)



Graph 5 Learning English language (altogether)

11.3 Parents' ability to master the English language

Whether the student's parent is fluent in English may also depend on the specific country. In some countries, English is a common language and most parents should be able to use the language at least at a basic level. In countries where English is used less, even a parent may have difficulties communicating in this language. A parent who is fluent in English may have better opportunities and motivation to help their child develop language skills in English, for example by having conversations in English at home, buying books in English, or organizing trips to English-speaking countries.

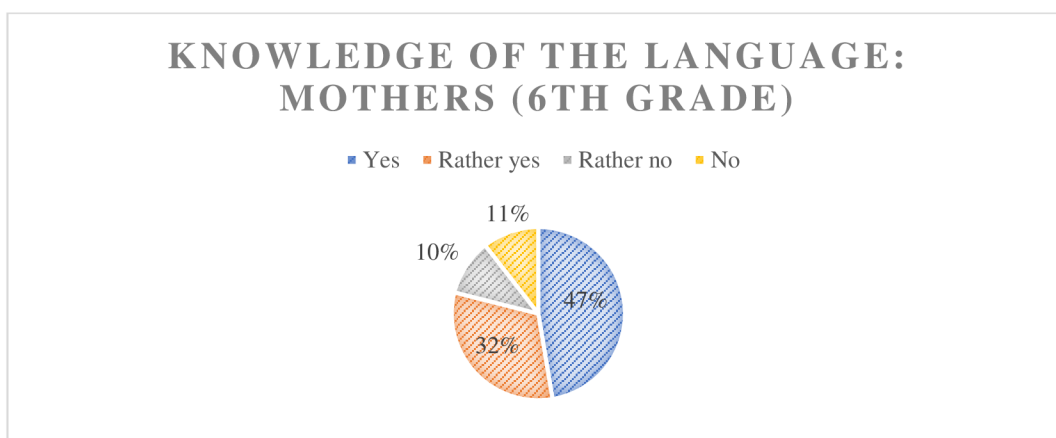
However, it is also important to remember that each child has his own language abilities and learns in different ways. Even if a parent is proficient in the English language, it is not guaranteed that the child will have the same level of language ability as their parent.

The fourth research question was devoted to the students' parents and their ability to master the English language. When asked whether their parents command English language, the students again chose from the given answers mentioned above.

Mothers of sixth-grade students (Graph 6) knowledge of the English language prevailed here, with 47% of respondents answering yes, 32% rather yes, 10% rather no and 11% no. On the contrary, among ninth-grade students – 26% of respondents answered yes, 14% rather yes, 35% rather no and 25% no – the insufficient knowledge of the English language among mothers prevails here (Graph 7).

As far as the fathers of sixth graders are concerned, knowledge of the English language significantly prevails here (Graph 8), where 54% answered yes, 28% rather yes, 11% rather no and 7% no. In the case of ninth-graders, on the other hand, the predominance of language knowledge is not so noticeable, when 33% of respondents answered yes, 18% rather yes, 19% rather no and 30% no (Graph 9).

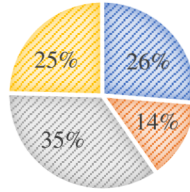
From the Graph 10 and Graph 11, it was discovered that in both classes the knowledge of the English language prevails among the students' parents. Furthermore, we can see, that fathers' knowledge of the language slightly prevails.



Graph 6 Mothers (6th grade)

KNOWLEDGE OF THE LANGUAGE: MOTHERS (9TH GRADE)

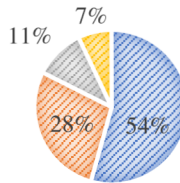
■ Yes ■ Rather yes ■ Rather no ■ No



Graph 7 Mothers (9th grade)

KNOWLEDGE OF THE LANGUAGE: FATHERS (6TH GRADE)

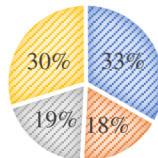
■ Yes ■ Rather yes ■ Rather no ■ No



Graph 8 Fathers (6th grade)

KNOWLEDGE OF THE LANGUAGE: FATHERS (9TH GRADE)

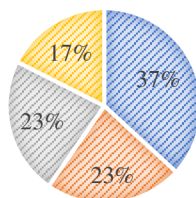
■ Yes ■ Rather yes ■ Rather no ■ No



Graph 9 Fathers (9th grade)

KNOWLEDGE OF THE LANGUAGE: MOTHERS (ALTOGETHER)

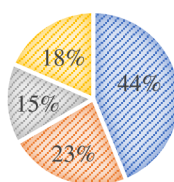
■ Yes ■ Rather yes ■ Rather no ■ No



Graph 10 Mothers (altogether)

KNOWLEDGE OF THE LANGUAGE: FATHERS (ALTOGETHER)

■ Yes ■ Rather yes ■ Rather no ■ No



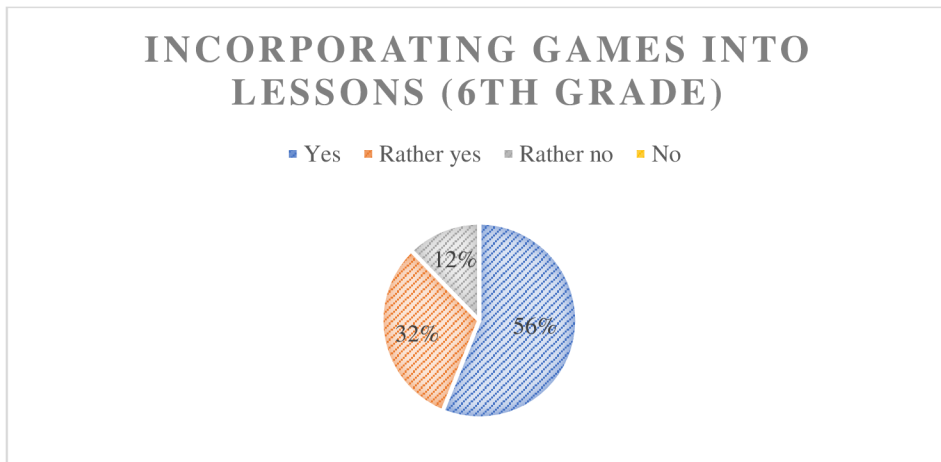
Graph 11 Fathers (altogether)

11.4 Incorporating games into English lessons

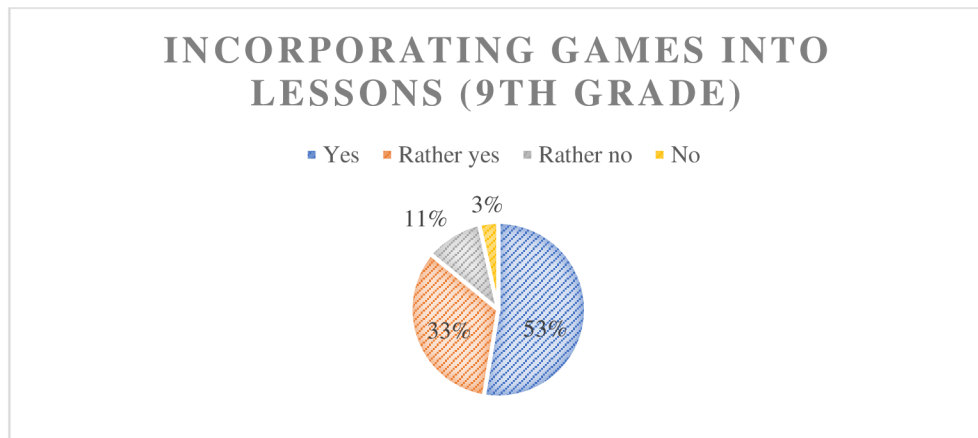
Incorporating games into English lessons can be very important to motivate students to learn the language and improve their ability to understand and use English in real situations. Games can be used to practice various language skills such as listening, speaking, reading and writing, and can also help students develop other skills such as collaboration, creativity and critical thinking. In addition to helping students learn English better, games can also increase students' enjoyment and interest in learning. This can lead to higher student engagement, which can lead to better learning outcomes.

The following question from the questionnaire concerns the inclusion of games in English lessons. When asked whether the teacher incorporates games into the English lessons, the students chose from the given answers. For both classes, the positive answer significantly predominates. In the sixth year (Graph 12), 56% answered yes, 32% rather yes and 12% rather no. No one from the sixth grade chose an unequivocal "no" answer. In the ninth year

(Graph 13), 53% answered yes, 33% rather yes, 11% rather no and 3% of respondents answered no.



Graph 12 Games (6th grade)



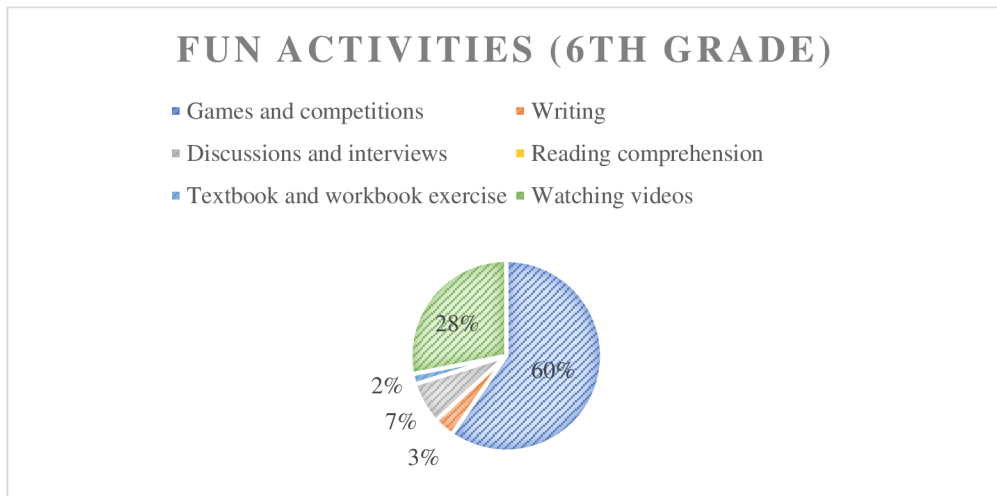
Graph 13 Games (9th grade)

11.5 Activities in English language classes

The sixth question in the questionnaire was devoted to activities in English language classes. Respondents had the choice of six activities, for which they ranked by numbers 1-6 which activities they enjoy the most and which the least, with 1 – the most fun, 6 – the least fun.

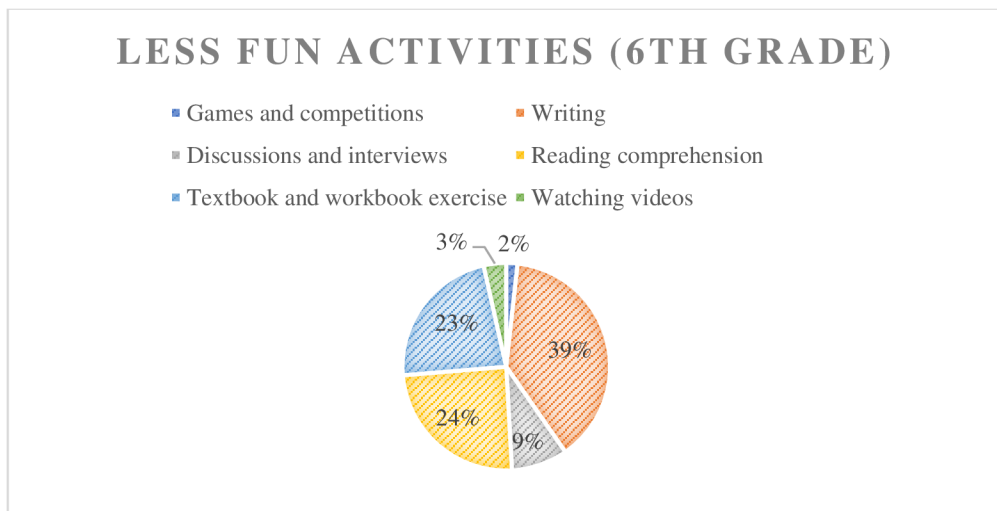
In this part of evaluation, I chose two graphs for both grades, where for each class we can see which activities the given class enjoys the most and which the least. As I already mentioned, the most popular activity was marked with the number 1 and as we can see in Graph 14, in the sixth grade games and competitions clearly won with 60%. Afterwards, 28% indicated watching videos, 7% of respondents chose discussion and interviews as the most

popular activity, 3% writing and only 2% working with a textbook and workbook. However, no one indicated reading comprehension as an activity they enjoy the most in English classes.



Graph 14 Fun activities (6th grade)

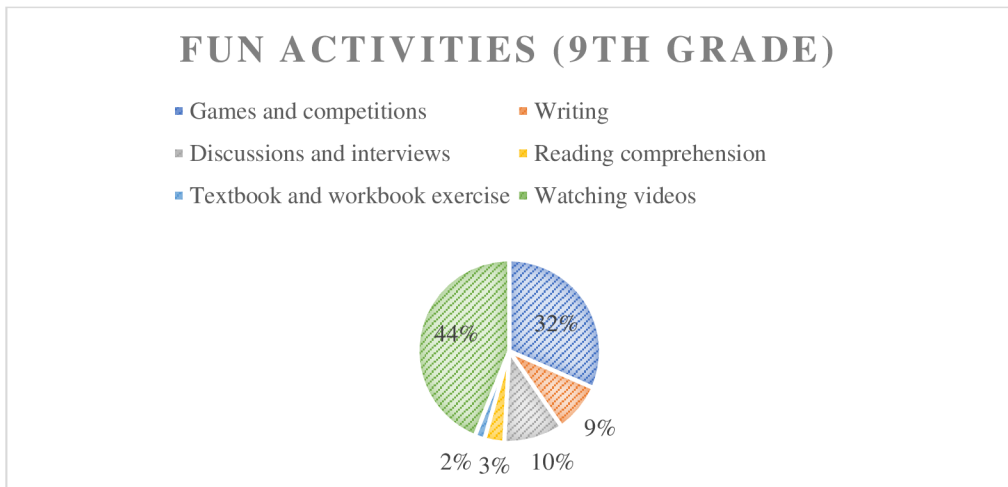
On the contrary, the activity that was chosen as the least popular was writing, which was the answer most often marked with the number 6 and was chosen by 39% of sixth grade respondents. Furthermore, 24% of respondents marked reading comprehension, followed by 23% choosing work with a textbook and workbook, 9% indicated discussion and interviews, 3% watching videos and 2% indicated games and competitions (Graph 15).



Graph 15 Less fun activities (6th grade)

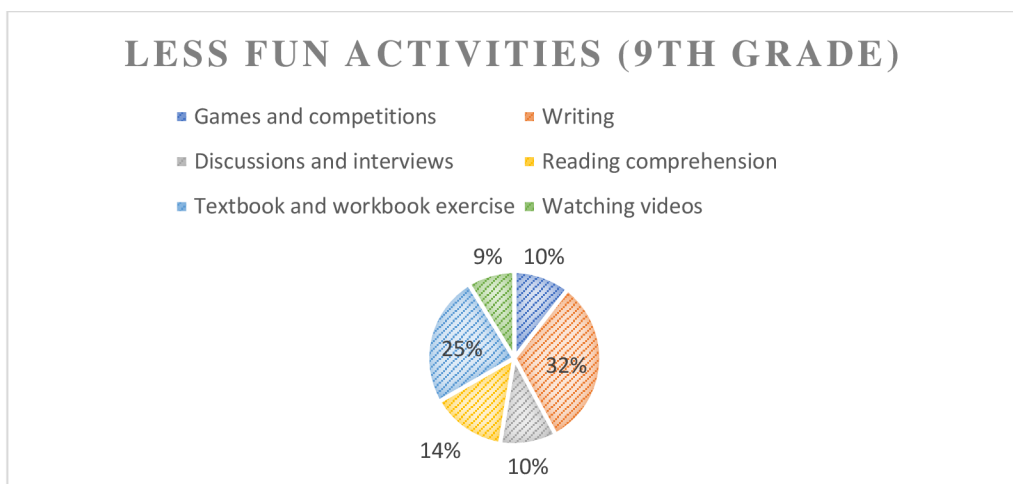
In Graph 16, we can see the division of the most popular activities of ninth-graders, with 44% watching videos. Right after that, games and competitions were most often marked as

number 1 by 32%, 10% chose discussions and interviews, 9% writing, 3% reading comprehension and 2% chose textbook and workbook exercise.



Graph 16 Fun activities (9th grade)

As in sixth grades, writing is the least popular activity among ninth graders (Graph 17), where 32% of respondents indicated this answer. Furthermore, 25% of them indicated working with a textbook and workbook, 14% reading comprehension, then games and competitions together with discussions and interviews were chosen by 10% and 9% indicated watching videos.



Graph 17 Less fun activities (9th grade)

11.6 Student's motivation to learn the English language

There are countless factors that influence the motivation to learn the English language. It can be a personal interest, when a person is really interested in the language, someone, on the other hand, needs the English language for work, travel or study, so these are his motivators. Culture and the media also have a big influence, especially for those who are interested in

what is happening abroad. Furthermore, the way of teaching English, positive feedback and available materials can be very motivating.

The seventh research question is devoted to the motivation to learn the English language. Respondents were asked to comment on individual statements with the following answers: agree, rather agree, rather disagree, disagree. The statements to which respondents were asked to respond were as follows:

The need for knowledge of foreign language for a future profession.

Travel and ability to communicate in foreign countries.

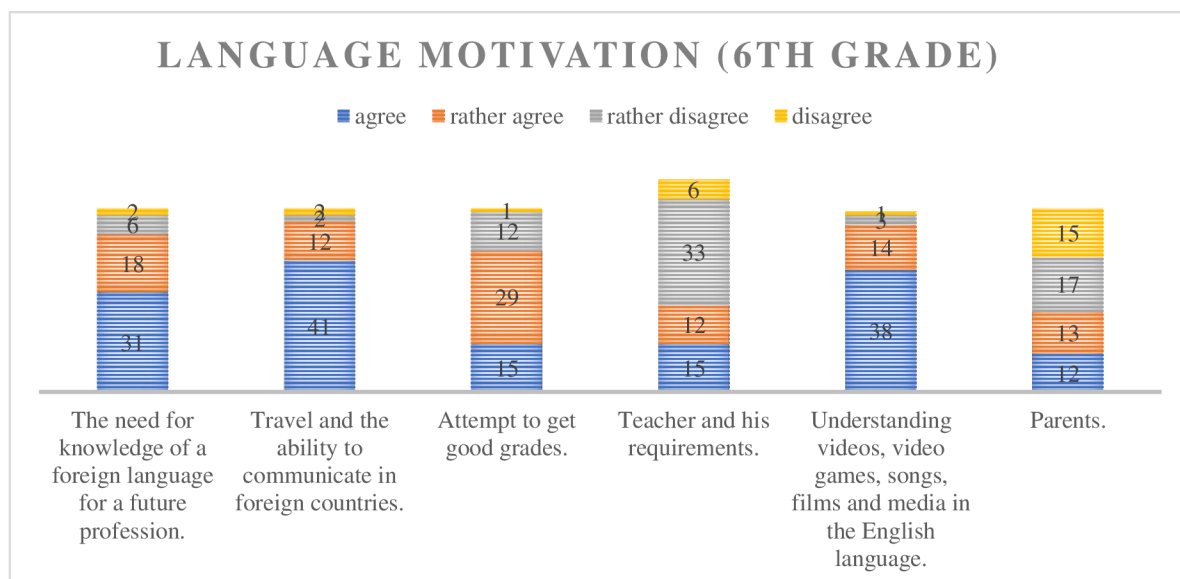
Attempt to get good grades.

Teacher and his requirements.

Understanding videos, video games, songs, films and media in the English language.

Parents.

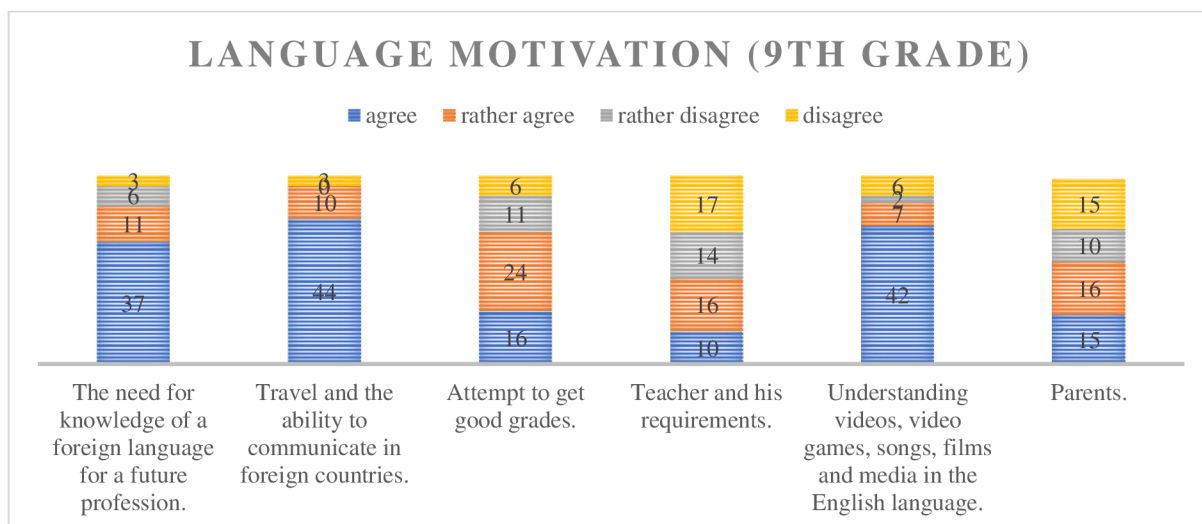
The following Graph 18 shows how sixth graders commented on the given statements. It can be seen from the graph that traveling and ability to communicate in foreign countries are a strong motivational factor. Another strong motivator for sixth graders is the understanding of videos, video games, songs, films and media in the English language. Many of them are also aware of the need for knowledge of the English language for future professions. Grade are also mainly motivating factor. Less motivating factors include teacher and his requirement, as well as parents.



Graph 18 Language motivation (6th grade)

The following Graph 19 shows how ninth-grade students commented on the given statements. It can be seen from the graph that the motivational factors of both classes are very similar. Traveling and the ability to communicate in foreign countries are also a strong

motivating factor. Another strong motivator for ninth graders is the understanding videos, video games, songs, films and media in the English language as well as the need for knowledge of the English language for future professions. Grades are also mainly motivating factor. Less motivating factors include the teacher and his requirements, as well as parents.



Graph 19 Language motivation (9th grade)

11.7 Other reasons to learn English language

The following topic was related to the question of the previous one, which dealt with the motivation to learn the English language.

This sub-question (eight in the questionnaire) is: *Is there any other reason that motivates you to learn English?*

The respondents had the opportunity to express themselves in their own words. For the majority of respondents, the answer was only “no”, which means that they have no other reason that would motivate them to learn the English language, apart from the reasons mentioned in the previous question. Respondents who expressed themselves in a different way than simply answering “no”, answered following statements.

Responses of sixth grade respondents:

“I have friends in America and we go there on holidays.”

“Moving on – if I do something, I have a little more knowledge then.”

“Some books have not yet been translated into Czech, and that annoys me so I want to learn other languages too.”

“I might want to go to races abroad.”

“I want to know English so I can teach my mother.”

“I want to know a foreign language.”
“Yes, I only learn it sometimes because I know I will need it in adulthood.”
“I have family in England so I want to learn English.”
“To understand YouTubers.”
“A university or school in a foreign country.”
“No, mainly because of grades.”
“Because I like it.”
“I want to understand English in games.”
“Family in America.”
“I have a friend abroad.”
“Playing football abroad and being able to speak.”
“Yes, because I want to live in England with my dad as an adult.”
“So that I can speak English.”
“I want to learn English because: 1.) movies, videos, games 2.) travel 3.) work, I want to be a soldier.”
“So that I could live in America.”
“To be understood in other countries.”

Responses of ninth grade respondents:

“I enjoy it.”
“Everything, get along with relatives.”
“I like it.”
“Because I simply enjoy it.”
“Being able to understand each other.”
“I enjoy it. I want to communicate with my relatives.”
“I enjoy it.”
“To be able to chat with my friends who do not speak Czech.”
“It is an international language – advantages: theoretically we can understand each other everywhere + I enjoy learning a new language.”
“Life in Amsterdam.”
“Travel, profession.”
“I guess I enjoy it, I feel that English classes are usually more fun.”
“One day I want to move abroad, such as England or the USA.”
“The ability to have friends from foreign countries.”

“I want to live elsewhere than in Czech Republic.”

In these above-mentioned answers, we can see that topics related to the previous question are often repeated. Even in these open-ended questions, it can be seen that traveling and the need to master the language for future study or profession is a great motivator for respondents from both sixth and ninth graders.

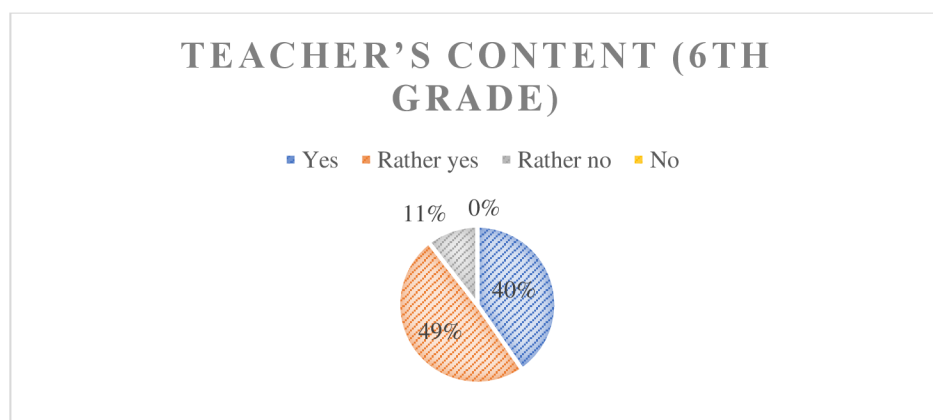
11.8 The teacher's content of the lesson

It is important that pupils perceive the content of the lessons as meaningful and relevant for their life and future. However, this does not mean that everyone has to like everything that the teacher presents in class. Some topics may be boring to someone, while others may feel very motivated and involved. More important than making sure all students enjoy every lesson is that teacher present coherent and relevant content and allow students to make connections to their personal interests and goals. If students feel that they are learning something useful and meaningful, they may be willing to put in more effort and be more involved in learning, even if some topics are not exactly to their liking.

The ninth question in the questionnaire was asked about this topic: *Are you satisfied with the content of the lessons under the guidance of your English language teacher?*

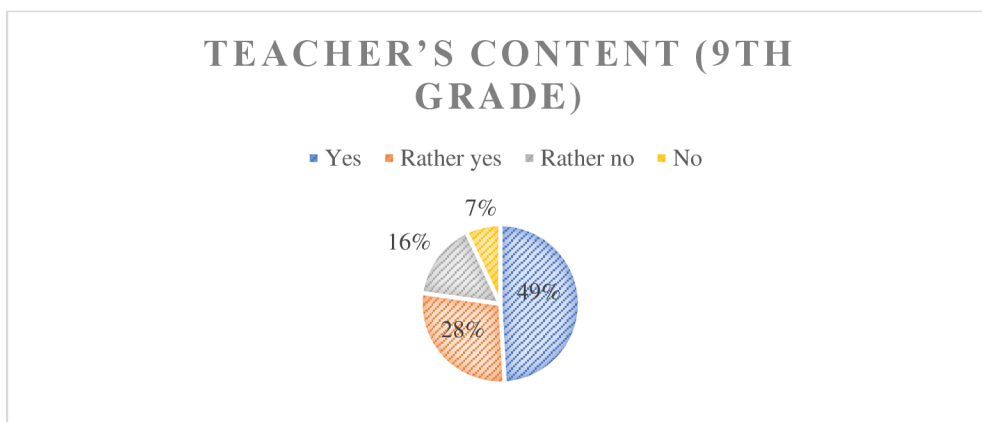
The respondents of both years answered this question by choosing the following answers: yes, rather yes, rather no and no.

In the Graph 20 it can be seen, that in the sixth grade, pupils' satisfaction with the content of the teacher's lessons significantly prevail. The answer “yes” was marked by 40% of the respondents, 49% answered “rather yes” and the remaining 11% answered “rather no”. Nobody chose the answer “no”.



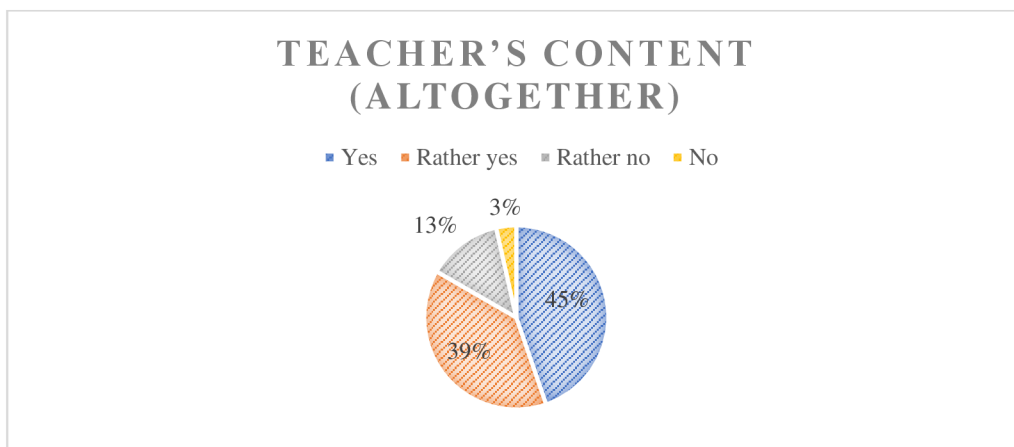
Graph 20 Teacher's content (6th grade)

In the ninth grade, pupils' satisfaction with the teacher's lesson content also prevails, as we can see in Graph 21. The answer "yes" was marked by 49% of respondents, 28% answered "rather yes", 16% answered "rather no" and 7% answered "no".



Graph 21 Teacher's content (9th grade)

In Graph 22, we can see that, overall, both year groups are mostly satisfied with the content of the English lessons.



Graph 22 Teacher's content (altogether)

11.9 Comments of previous question

There is another following topic related to the question of the previous one, which dealt with the content of English language lessons under the guidance of English teacher.

This sub-question (tenth in the questionnaire) was: *If you are not, what is the reason?*

This question was aimed at respondents who tended to answer "rather not" or "no" in the previous question, which means that they are not satisfied with the content of English lessons.

To this question, the respondents had the opportunity to express themselves in their own words. For the majority of respondents, the answer field was omitted, which means that most

of them were satisfied with the content of the lessons. I will then list the answers that the respondents wrote according to their classes.

Responses of sixth grade respondents:

“Mostly it’s fine, but sometimes I get bored in class.”

“I don’t understand the teacher when she talks.”

“We mainly do tests and workbook exercises.”

“Sometimes the teacher is strict with us and sometimes I don’t like what we do.”

“I was in second group, where we did different projects, games, etc. But then they transferred me to this group, which I am in now because of numbers, but we only did one mini project and a couple of boring games.”

“More talking and reading.”

“She treats us like children.”

“We don’t play games much and we have a classmate who doesn’t know anything and because of him we can’t get anything done.”

“I don’t like playing games the teacher plays with us.”

“I am not good at it.”

“We don’t do games and activities.”

Responses of ninth grade respondents:

“I don’t know.”

“I’m fine.”

“Teacher.”

“The teacher and her behaviour.”

“The teacher and how she behaves.”

“I don’t enjoy the activities she invents and that she can’t organize the classroom.”

“The teacher and her behaviour.”

“It’s weird.”

“We didn’t learn much.”

“Syllabus.”

In these above-mentioned answers, we can see that the reasons why the respondents are not satisfied with the content of the lessons led by their English teacher are that they do not like

the activities that are done in the lessons, they play few games or they are not satisfied with the teacher's personality.

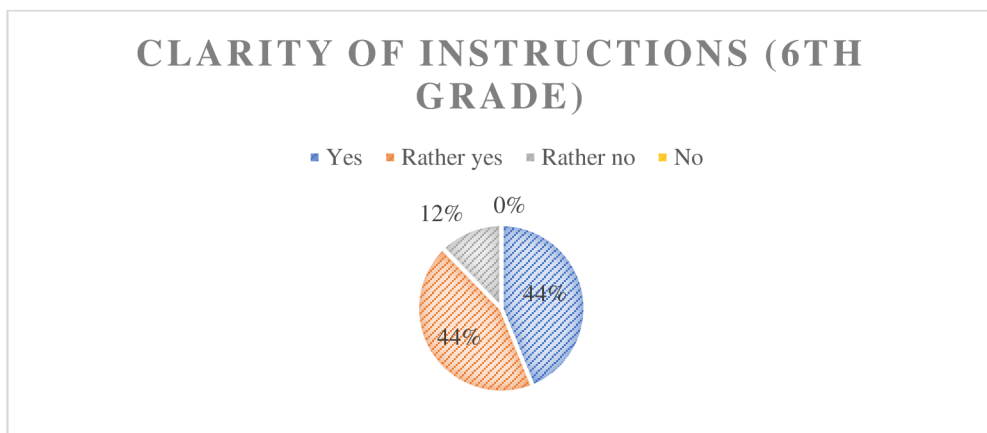
11.10 Teacher's instructions

When a teacher gives unclear or confusing instructions, it can lead to misunderstandings on the part of students, which can negatively affect learning performance and outcomes. Comprehensible instructions help students understand the tasks and activities they have to perform and allow them to better focus on learning. When instructions are explained clearly and precisely, students have more confidence in what to do and are able to get to work faster.

The next question in the questionnaire was: *Are the teacher's instructions when assigning work understandable to you?*

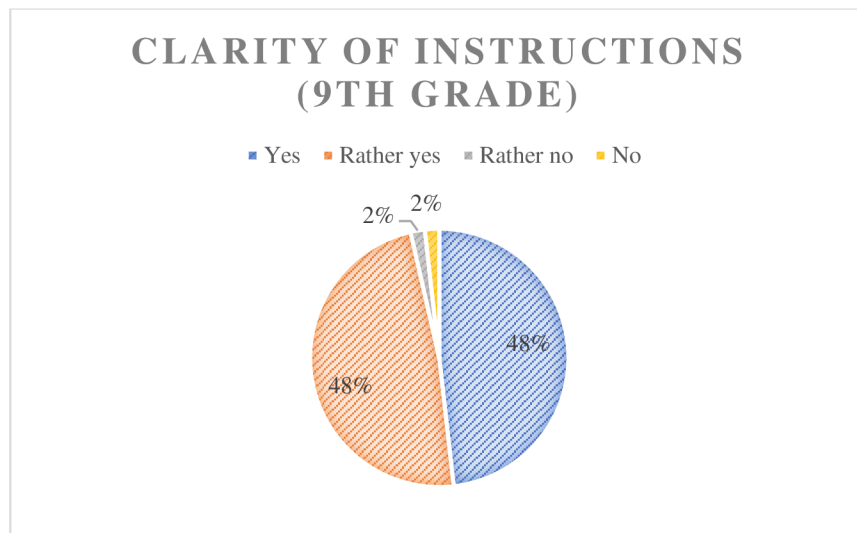
To this question, the respondents again chose from the answers yes, rather yes, rather no and no.

In the Graph 23, it can be seen, that respondents mostly understand teacher's instruction by 44% of them answering "yes", 44% answering "rather yes", 12% "rather no" and nobody chose the answer "no".



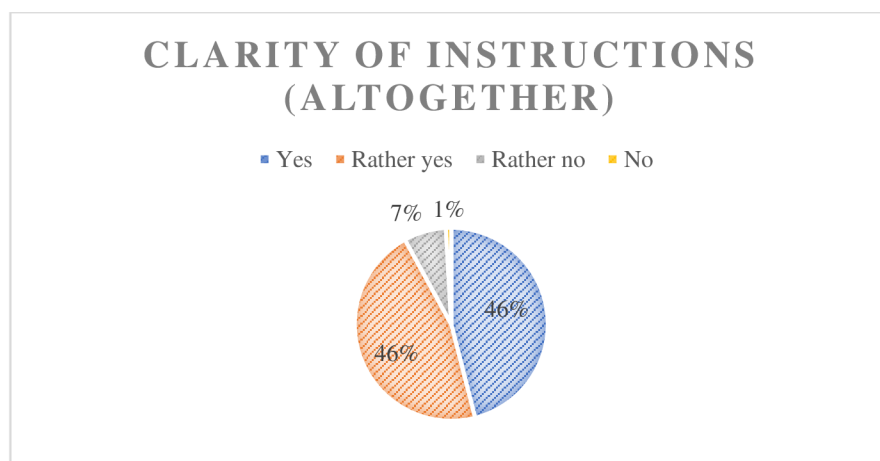
Graph 23 Clarity of instructions (6th grade)

In the ninth grade, as we can see in the Graph 24, also prevails the answer "yes" by 48% and 48% answering "rather yes", 2% of respondents chose the answer "rather no" as well as 2% chose the answer "no"



Graph 24 Clarity of instructions (9th grade)

In Graph 25, it can be seen that both grades mainly understand the teacher's instructions in English lessons.



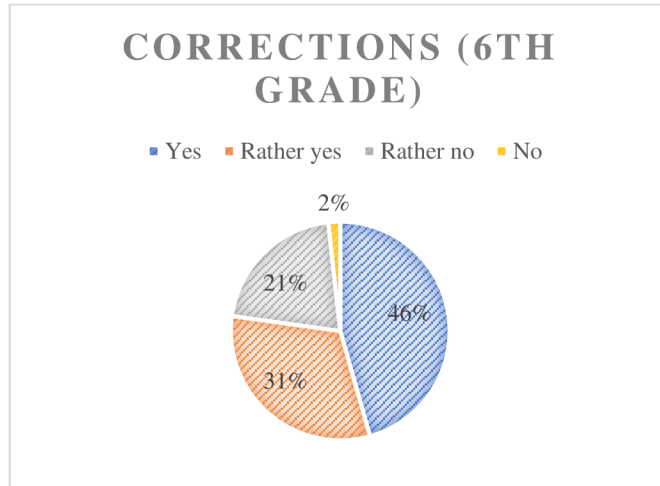
Graph 25 Clarity of instructions (altogether)

11.11 Teacher corrections I.

When the teacher corrects mistakes, students learn to use vocabulary, grammar and pronunciation correctly, which can lead to improved language skills and increased confidence in communicating in English. However, the teacher should be sensitive to what mistakes he or she corrects so as not to be overly critical and discourage students from speaking. The teacher should also be able to distinguish when it is better to wait and let the student continue to speak so as not to stop the flow of communication.

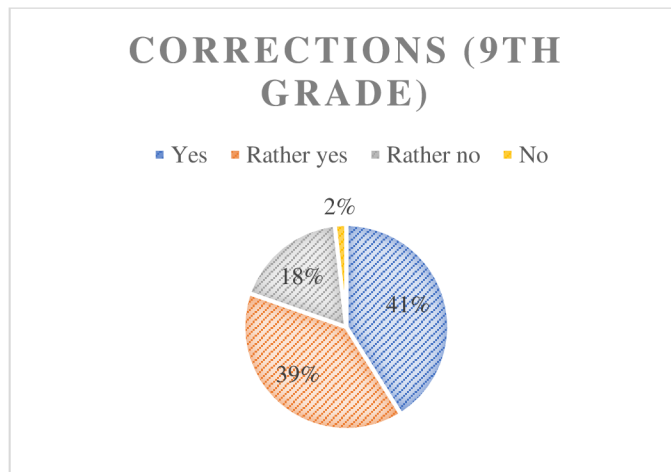
The twelfth question in the questionnaire including teacher's corrections topic was: *Does your English teacher correct you?*

To this question, the respondents again answered from a selection: yes, rather yes, rather no and no. In Graph 26 it can be seen that in the sixth year 46% of respondents answered that their teachers correct them, another 31% answered rather yes, 21% answered rather no and 2% no.



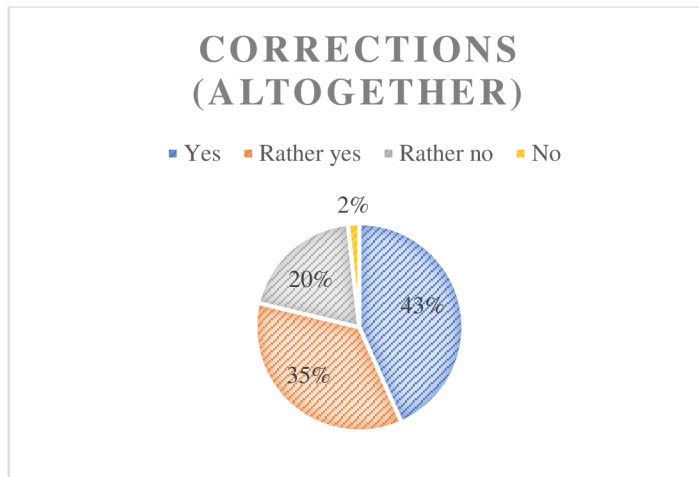
Graph 26 Corrections (6th grade)

Graph 27 shows that in the ninth grade, 41% of respondents answered that their teachers correct them, another 39% answered rather yes, 18% answered rather no and 2% no.



Graph 27 Corrections (9th grade)

In the last, summary Graph 28 for this question, we can see that the answer yes predominates in both years and was answered by 43% of respondents, another 35% rather yes, 20% rather no and 2% no.

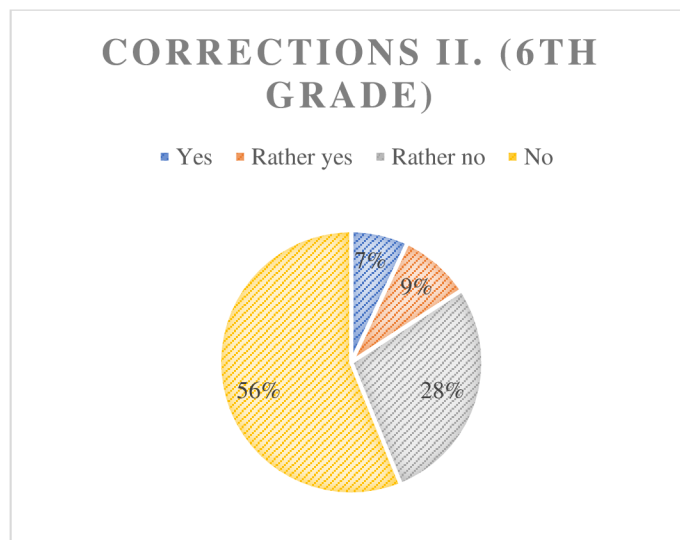


Graph 28 Corrections (altogether)

11.12 Teacher corrections II.

The thirteenth question in the questionnaire, which is connected to the previous one, is: *Do you mind when the teacher corrects you?*

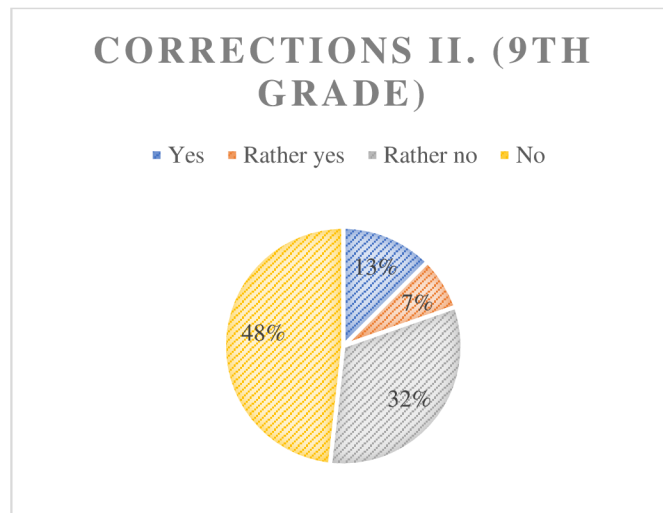
To this question, the respondents again chose from the options: yes, rather yes, rather no and no. In Graph 29 it can be seen, that the sixth grade respondents mostly do not mind when the teacher corrects them, which is confirmed by 56% of them answering “no” and another 28% who marked “rather no”. Dissatisfaction with the correction by the teacher was indicated by 9% with the answer “rather yes” and 7% of respondents who answered “yes”.



Graph 29 Corrections II. (6th grade)

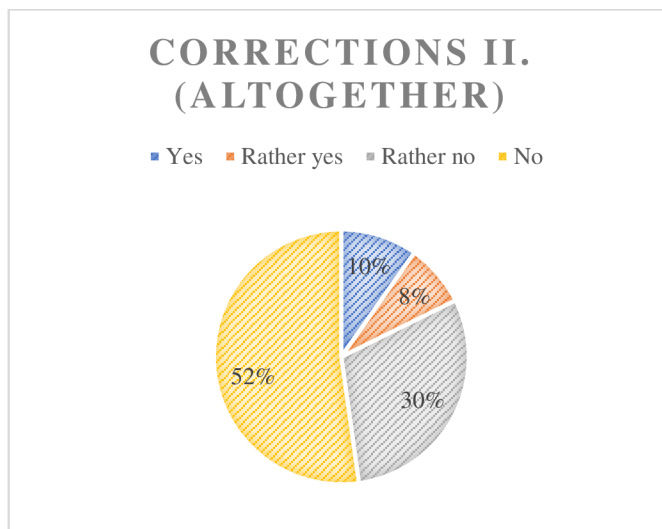
In the ninth grades, there are also answers that show that the respondents mostly do not mind corrections by the teacher, as shown in Graph 30. The answer “no” was marked by 48%

of respondents, then 32% answered “rather no”. Dissatisfaction showed 7% of respondents by answering “rather yes” and 13% of them chose the option “yes”.



Graph 30 Corrections II. (9th grade)

In the final Graph 31 on this topic, we can see that the majority of students of both years do not mind the teacher’s correction in English lessons, when more than half – 52% of respondents marked the answer “no” and 30% rather no. There are still 8% of them who rather mind the teacher’s correction and the remaining 10% who really mind it.



Graph 31 Corrections II. (altogether)

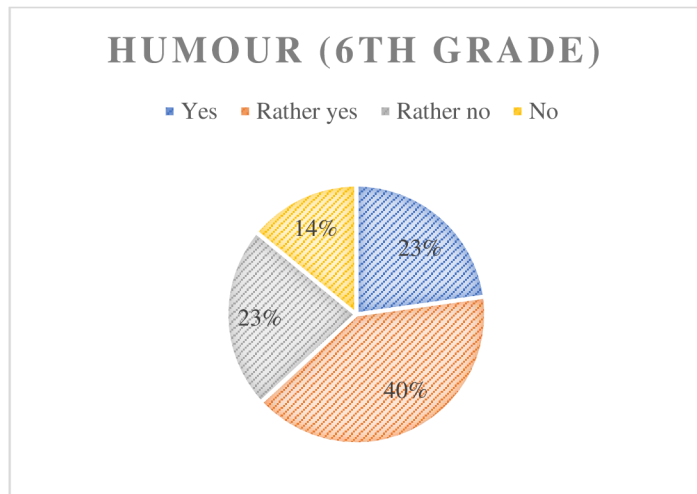
11.13 Teacher’s humour

Having a sense of humour is certainly an advantage for a teacher, and for some it might be a necessary condition for being a quality and effective teacher. Teachers have many roles and

responsibilities. A sense of humour can help teachers bond with students, relieve classroom tension, and increase student motivation to learn.

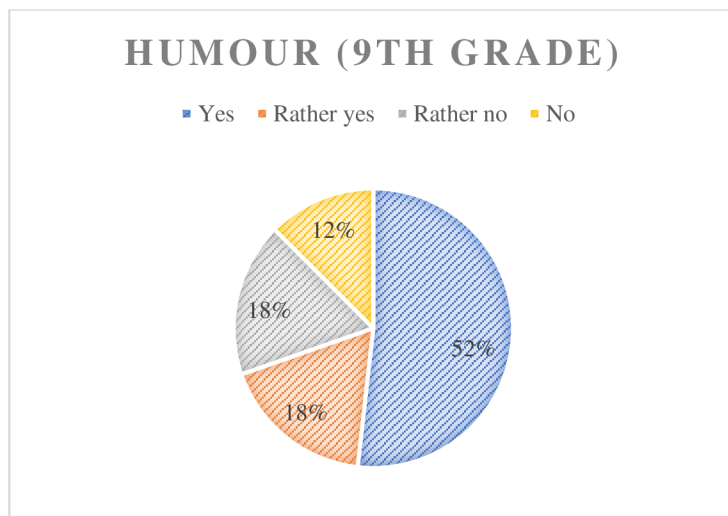
The following, fourteenth question also refers to humour: *Does the English language teacher use humour in the lessons?*

Respondents answered this question by selecting: yes, rather yes, rather no and no. Graph 32 represents the answers of sixth grade respondents, where 23% mentioned the answer yes, 40% rather yes, 23% rather no and 14% no.



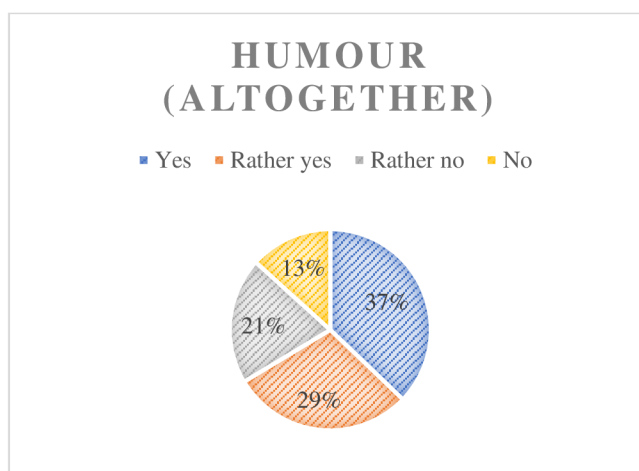
Graph 32 Humour (6th grade)

In the ninth grade (Graph 33), more than half of the respondents answered yes, 52% to be precise, another 18% answered rather yes, 18% rather no and 12% no.



Graph 33 Humour (9th grade)

According to the respondents, teachers who use humour in English classes predominate in both grades. In the final result (Graph 34), 37% answered yes, 29% rather yes, 21% rather no and 13% no.



Graph 34 Humour (altogether)

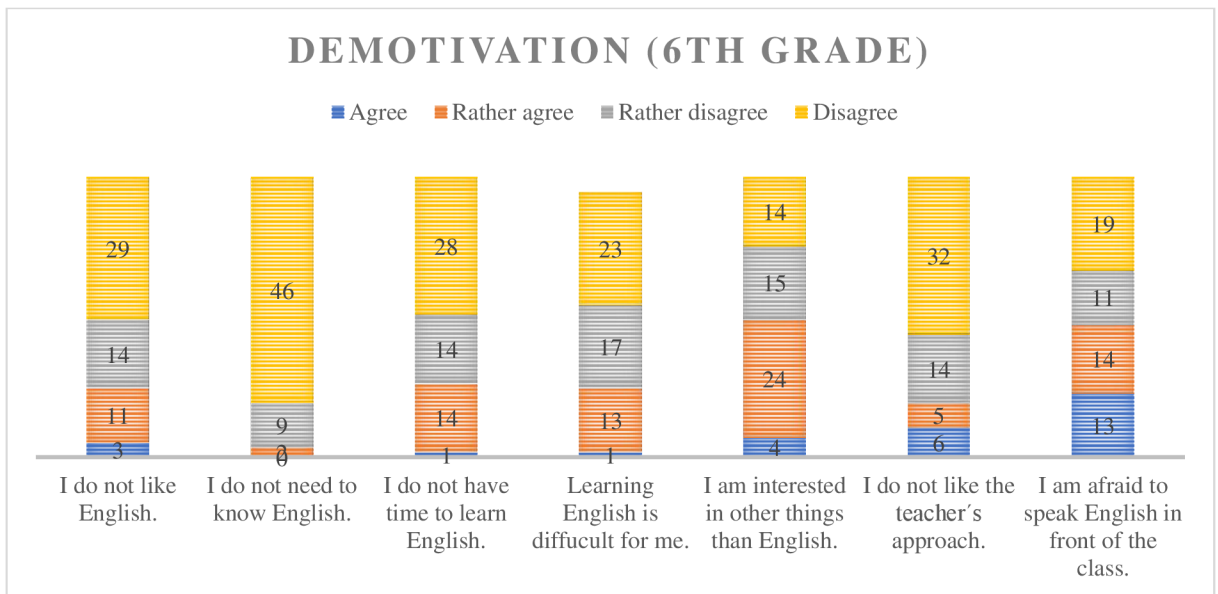
11.14 Demotivation in English classes

There are many factors that can cause demotivation in English language classes. Demotivation is the topic of the next, fifteenth question in the questionnaire: *Is there any reason why you do not want to learn the English language?*

For this question, statements relating to demotivation were selected, and the respondents indicated one of the offered answers, which were: agree, rather agree, rather disagree and disagree.

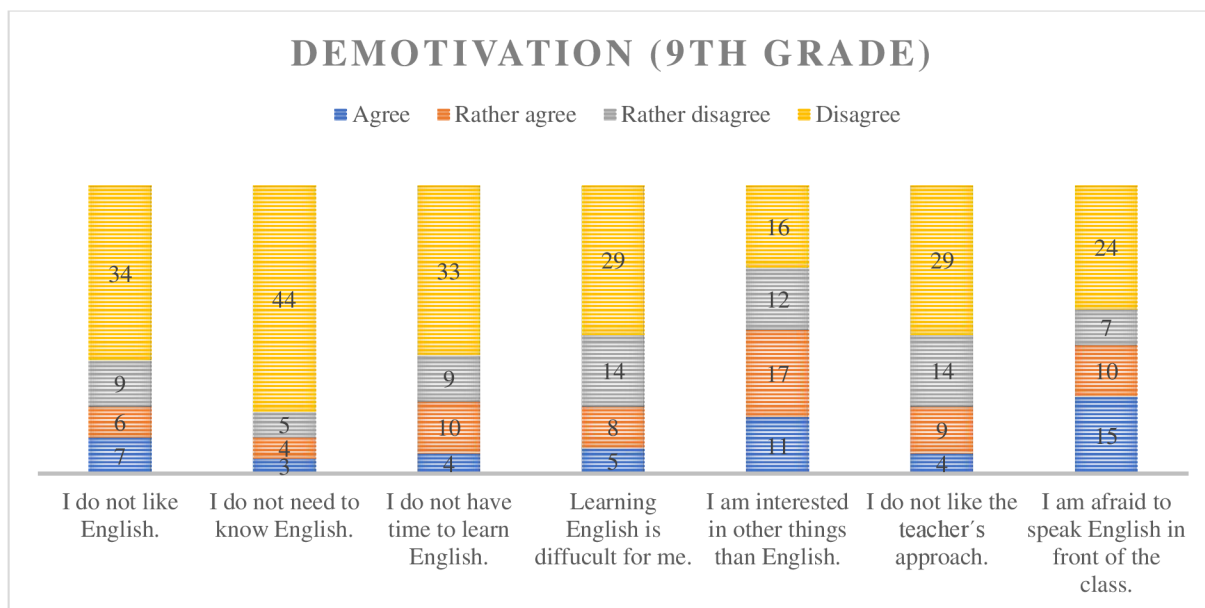
In the following Graph 35 we can see coloured columns with numbers, where under each column is described the statement to which the respondents answered. In each column, it is noticeable how many respondents answered the given statement. In the sixth grade, 3 respondents answered “I agree” and 11 “rather agree” to the statement “*I do not like English*”, but the rest and therefore the majority of them answered “rather disagree” and “disagree”, which means that English is rather popular. Also, a significant majority is aware of the importance of English, when to the statement “*I do not need to know English*” they mostly answered “disagree” and “rather disagree”. The statements “*I do not have time to learn English*” and “*Learning English is difficult for me*” are similar, with the majority choosing the answer “rather disagree” and “disagree”. The common answer “rather disagree” and “disagree” was also chosen for the statement “*I do not like the teacher’s approach*”, when a significant minority is dissatisfied with the teacher’s approach. On the contrary, for the statements “*I am interested in other things*” and “*I am afraid to speak in front of the class*”,

the answers “agree” and “rather agree” predominated, which means that the reason why sixth graders do not want to learn English is mainly that they are interested in other things and they are afraid to speak in front of the class.



Graph 35 Demotivation (6th grade)

In Graph 36 we can see the answers to the statements of the ninth graders. For the first two statements “*I do not like English*” and “*I do not need to know English*”, the answers “disagree” significantly prevailed, which means that the popularity of the English language prevails among ninth graders and also, it is obvious from the graph, that they are mostly aware of its importance. Significantly predominant answers “disagree” and “rather disagree” are also visible for the statements “*I do not have time to learn English*”, “*Learning English is difficult for me*” and “*I do not like the teacher's approach*”. These answers show that English is difficult for a minority of students, some do not have time to learn English, and few of them do not like the teacher's approach. An interesting result was obtained for the statement “*I am interested in other things than English*”, when exactly half of the respondents marked “disagree” and “rather disagree”, while the other half “agree” and “rather agree”. For the last statement “*I am afraid of speaking in front of the class*”, the answers “disagree” and “rather disagree” predominate, but the difference is not as significant as on other graphs.



Graph 36 Demotivation (9th grade)

11.15 Demotivation in learning English language II.

Question sixteen follows on from the previous one: *Is there any other reason why you do not want to learn the English language?*

It is primarily intended for respondents who would describe in their own words the reason why they do not want to learn the English language, other than what was mentioned in the previous statements. Most of the respondents omitted this question or wrote only “no”, which means that they have no other reason why they do not want to learn English, apart from those previously mentioned.

The following answers are divided by classes of respondents:

Responses of sixth grade respondents:

“I do not want to learn.”

“Stress, fear of learning something wrong.”

“I want to learn English.”

“I am not doing well.”

“Sometimes I don't have time or mood to learn English.”

“No, it's my favourite subject.”

“No, I love English. It's my favourite subject.”

“I don't like foreign languages at all. They don't fit me”

“I hate being laughed at because I say something wrong.”

“We have a teacher that I don’t get along with (literally).”

“I am afraid I won’t be able to say anything in my life.”

“I will probably never need it outside of school.”

“Because I don’t enjoy it.”

“I don’t know.”

Responses of ninth grade respondents:

“I want to learn Japanese.”

“I have no time.”

“Laziness.”

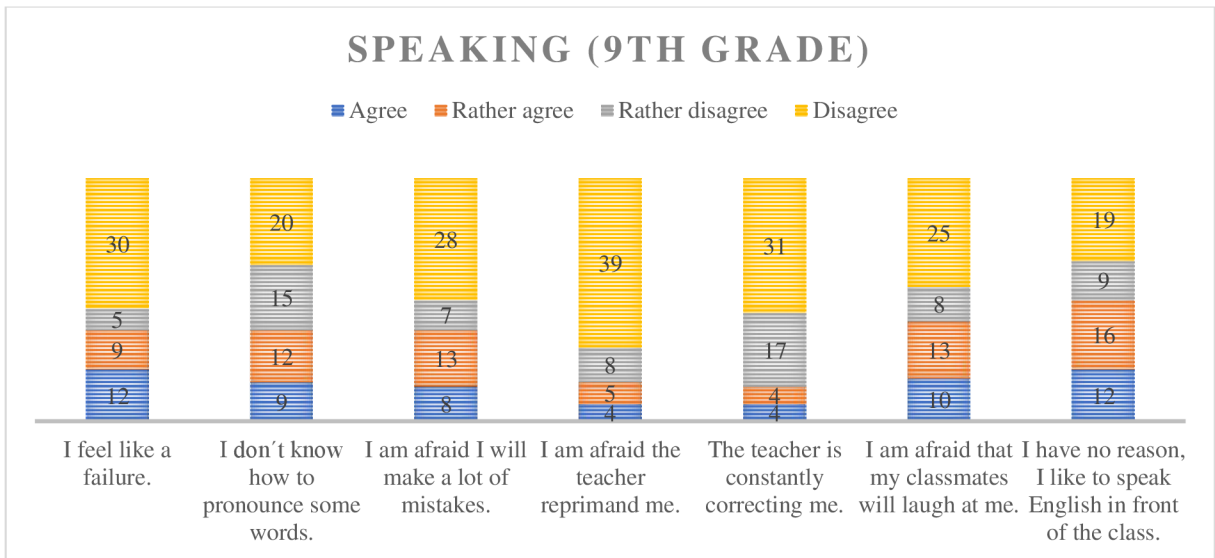
The reasons mentioned above why the respondents do not want to learn English are mainly because they do not like English, they do not have time to learn, they are afraid of public speaking, they do not get along with the teacher, or they think they won’t need English in the future. However, I would essentially add all these answers to the statements of the previous question, since all these topics were raised.

11.16 Demotivation in speaking English language

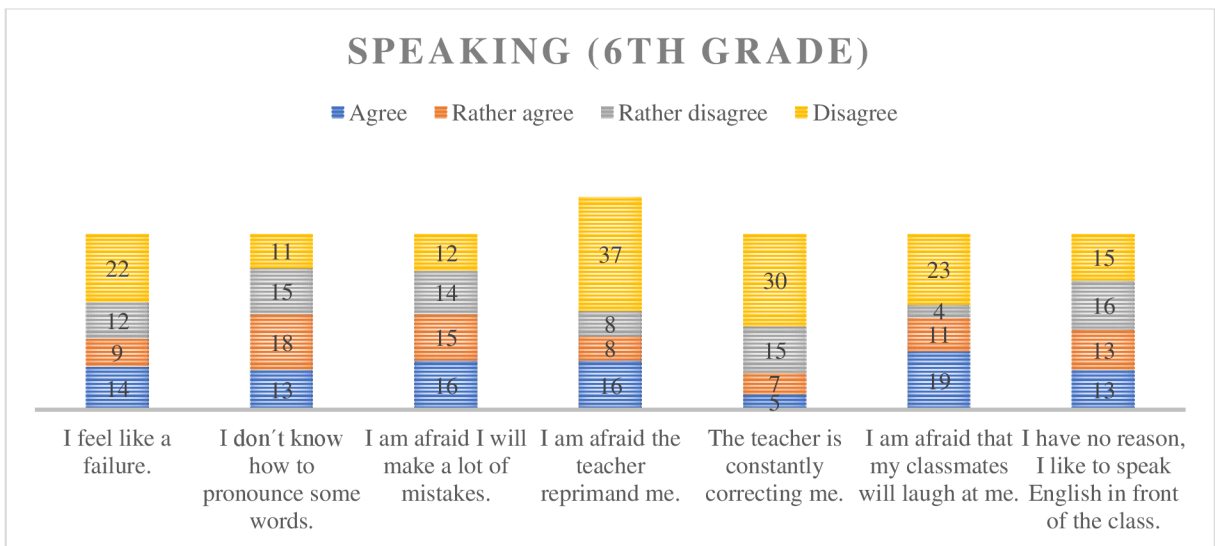
The previous questions in the questionnaire mainly concerned demotivation, and so the last, seventeenth question deals with this topic: *Is there a reason why you do not like to speak English in front of the class?*

This question also consists of statements to which the respondents commented by choosing from the answers offered (agree, rather agree, rather disagree, disagree).

Graph 37 shows the responses of sixth grade respondents to individual statements. Each column is color-coded with numbers based on how many respondents selected that answer. The sixth graders’ responses are interesting in that most of the responses are roughly balanced, meaning that there are only two statements with dominant responses. Those dominant responses are in statements “*I am afraid the teacher reprimand me*” and “*The teacher is constantly correcting me*” where respondents predominantly answered “disagree” and “rather disagree” which means that the most students of six grades are not afraid of speaking English in front of the class because of the teacher.



Graph 37 Speaking (6th grade)



Graph 38 Speaking (9th grade)

In Graph 38, we can see that there are more prevailing dominant answers among ninth-grade respondents than among sixth-grade respondents. For most of the statements, the answers “disagree” and “rather disagree” predominate until the last statement “*I have no reason, I like to speak English in front of the class*”, when half of the respondents are inclined to the answers “agree” and “rather agree” and the other half, on the contrary to the answers “disagree” and “rather disagree”. It was also confirmed, as with the previous graph, that the teacher has minimal influence on whether students are afraid to speak English in front of the class. For statements “*I feel like a failure*”, “*I don't know how to pronounce some words*”, “*I am afraid I will make a lot of mistakes*” and “*I am afraid that my classmates will laugh at*

me”, the numbers of respondents who answered “agree” and “rather agree” are roughly balanced.

12 Evaluation and interpretation of the main research objective

To evaluate the goal of finding out the factors affecting motivation and demotivation in English language classes, the already mentioned hypotheses were established. In the following chapters, we discuss the hypothesis in more detail.

12.1 Hypothesis 1

As the main motivation to learn the English language in the classroom, the pupils state the understanding of authentic audio-visual materials and social media in the English language.

Motivation to learn English to understand audio-visual materials and media in English language can be motivated by variety of factors, including improving understanding and access to information, improving career opportunities, and increasing cultural awareness.

	N	Min.	Max.	Mean	Std. deviation
The need for knowledge of a foreign language for a future profession.	114	1	4	1,60	0,85
Travel and the ability to communicate in foreign countries.	114	1	4	1,36	0,73
Attempt to get good grades.	114	1	4	2,05	0,85
Teacher and his requirements.	114	1	4	2,68	0,96
Understanding videos, video games, songs, films and media in the English language.	114	1	4	1,46	0,84
Parents.	114	1	4	2,54	1,13

Table 1 Motivation

To verify this hypothesis, question 7 was used. Respondents answered the individual items on a scale from 1 to 4, where 1 = agree, 4 = disagree. The following table illustrates the results.

If we compare these items mentioned in the table, we can see that the respondents consider traveling and the ability to communicate in foreign countries as the strongest factor of motivation, where the average is 1.36. This statement also has the lowest standard deviation of 0,73 which means that the respondents are more united in this opinion. Understanding videos, video games, songs, films and media in the English language is given second place by the students, so this item is not the main motivation, but it is the second strongest mentioned by the respondents. On the contrary, the teacher and his requirements and parents are among

the least motivating elements in learning English. Therefore, the hypothesis was not confirmed. However, understanding of audio-visual materials and social media is still perceived by respondents as a very strong motivation in learning the English language.

From the research, which was devoted to comparing the level of motivation of the primary school and lower secondary school in the English language (Odložilová, 2017), it became clear that entertaining shows, foreign performers, or watching well-known YouTubers on the YouTube web channel are very popular among students of lower secondary school. Research (Bzonková, 2018) that examines the use of audio-visual materials in teaching showed that all successful students have high internal motivation and actively use video materials in the English language in their free time.

12.2 Hypothesis 2

As the main demotivation of students in English language classes, students state fear of speaking.

	N	Min.	Max.	Mean	Std. deviation
I do not like English.	114	1	4	3,23	1,01
I do not need to know English.	114	1	4	3,68	0,70
I do not have time to learn English.	114	1	4	3,24	0,93
Learning English is difficult for me.	114	1	4	3,11	0,98
I am interested in other things than English.	114	1	4	2,65	1,02
I do not like the teacher's approach.	114	1	4	3,24	0,98
I am afraid to speak English in front of the class.	114	1	4	2,66	1,23

Table 2 Demotivation

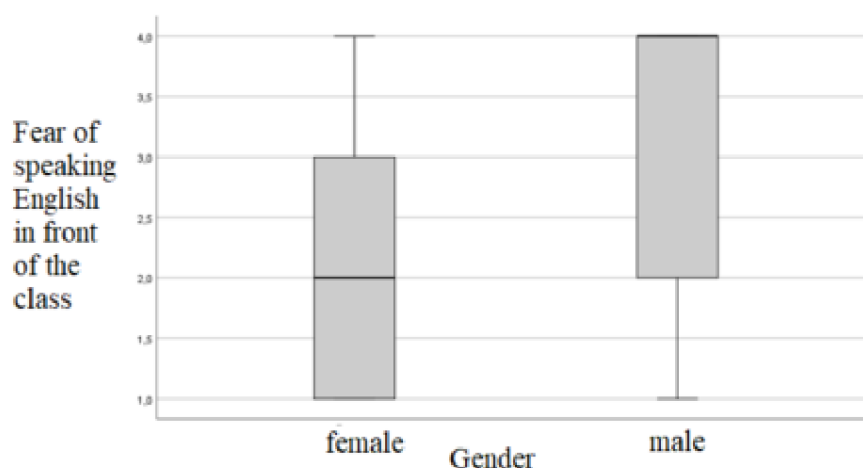
To verify this hypothesis, question 15 was used. Respondents answered the individual items on a scale from 1 to 4, where 1 = agree, 4 = disagree. The following table illustrates the results.

As the reason why the respondents do not want to learn the English language, they state that they are more interested in other things than English itself. However, the fear of speaking English in front of the class differs from the previous statement by only one hundredth in the average rating, which is a very small difference considering the sample size. Nevertheless, it has the highest standard deviation, which means that the respondents' opinions differed the most. The most disagreed statement was "I do not need to know English" with a relatively low standard deviation compared to the other statements, which means that the students are

relatively united in this opinion. Since the overall average values are higher than 2,5, we can say that the students mostly chose between the answers rather disagree and disagree.

It can therefore be said that the fear of speaking is, together with the interest in other activities, the main demotivating element during the learning of the English language.

It was found in the research that one of the factors causing demotivation during language learning is the fear of failure. Students feel under pressure when they have to speak in front of their classmates and the teacher demands language correctness from them. They also do not feel confident when one of their classmates speaks fluently and they do not. Students do not feel confident enough, do not have enough vocabulary and are afraid of making mistakes (Oad, Khan, 2020). However, according to other research, in most cases, elementary school students are aware of the importance of communicating in English, the knowledge of which can greatly benefit them in the future (Odložilová, 2017).



Graph 39 Gender II.

An interesting finding is the effect of gender on the data for statement “I am afraid to speak English in front of the class”. The differences can be seen from the chart. The data show that the mean result of the girls’ group is 2.31 with a standard deviation of 1.17, which is lower than the mean result of the male group (mean 3.02 with a standard deviation of 1.18). This indicates that the fear of speaking English in front of the class is higher for the girls in the given sample than for the group of boys. I tested the statistical significance of this difference and based on the results ($p=0,01$) of the significance test (T-test for two independent samples), the differences are significant.

12.3 Hypothesis 3

Pupils state insufficient activation approach of the teacher in English language classes as a factor increasing demotivation.

When students are actively involved in language learning, they may tend to be more motivated and learn more effectively. When students are not actively engaged in learning, they may tend to become bored and lose interest. This can lead to demotivation and reduced performance.

Now we will look at the extent to which the teacher's activation approach in the English language classes (questions: Does your English language teacher include games in the lessons? Are you satisfied with the content of the lessons under the guidance of your English language teacher?) explains the relationship with the respondent's favour in English language learning, respectively, whether the low activation of the teacher causes demotivation of the respondent.

The measured Spearman correlation was statistically significant for both questions, with rSp correlation coefficient values between 0,36 and 0,30 and also with p values of 0,01.

	N	r_{Sp}	P
Do you like English language? X Does your English teacher incorporate games into the lesson?	114	0,36	<0,01
Do you like English language? X Are you satisfied with the content of the lessons under the guidance of your English language teacher?	114	0,30	0,01

Table 3 Activation approach of the teacher

Specifically, among the questions *Do you like English language?* and *Does your English language teacher incorporate games into the lesson?* a strong positive correlation was found ($r_{Sp} = 0,36$, $p = 0,01$). This means that respondents who report that they enjoy the English language also report that their English language teacher incorporates games into their lessons. Similarly, among the questions *Do you enjoy the English language?* and *Are you satisfied with the content of the lessons under the guidance of your English language teacher?* a moderately strong positive correlation was found ($r_{Sp} = 0,30$, $p = 0,01$), indicating that respondents reporting that they enjoy the English language are more likely to be satisfied with the content of the lessons led by an English language teacher. The hypothesis was confirmed, it is clear that there is a mutual connection between these variables where a higher activation approach on the part of the teacher in the lessons improves the popularity of language learning reported by the respondent.

In the already mentioned research (Odložilová, 2017) comparing the motivation of the primary school and lower secondary school, it is precisely the lower secondary school students that have a less positive attitude towards the language due to insufficiently motivating teachers and/or boring lesson content. From the statements of these respondents, it follows that they almost never come across activating methods, on the contrary, the lesson is based only on the mandatory content according to the framework educational program. From the statements of the research (Bednářová, 2011) dealing with demotivating influences for learning English, it follows that students are not satisfied with the teacher's methods and teaching style. Teachers rarely provide new information in an interesting way. It is desirable to focus on communicative competence in English rather than grammar and memorization.

12.4 Hypothesis 4

9th grade students state the type of internal motivation in English lessons more often than 6th grade students.

To verify this hypothesis, question 7 was used. The author divided the individual items into two groups – those dealing with internal motivation (first table) and those dealing with external motivation (second table). The following tables illustrates the results.

	Year	N	Min.	Max.	Mean	Std. deviation
The need for knowledge of a foreign language for a future profession.	6.	57	1	4	1,63	0,816
	9.	57	1	4	1,56	0,887
Travel and the ability to communicate in foreign countries.	6.	57	1	4	1,39	0,726
	9.	57	1	4	1,33	0,740
Understanding videos, video games, songs, films and media in the English language.	6.	57	1	4	1,40	0,678
	9.	57	1	4	1,51	0,984

	Year	N	Min.	Max.	Mean	Std. deviation
Attempt to get good grades.	6.	57	1	4	1,98	0,744
	9.	57	1	4	2,12	0,946
Teacher and his requirements.	6.	57	1	4	2,68	0,805
	9.	57	1	4	2,67	1,091
Parents.	6.	57	1	4	2,61	1,098
	9.	57	1	4	2,47	1,167

Table 4 Intrinsic x extrinsic motivation

It can be seen that for intrinsic motivation the averages range between 1,33 and 1,63. For external motivation, the averages were higher, between 1,98 and 2,68. At the same time, the standard deviations for most items for external motivation were higher, which means that the students were not so united in their answers. In the T-test, it was verified whether the differences between individual classes in both groups of motivation were statistically significant. To analyze each type of motivation, it was created a total score for each respondent, consisting of three questions corresponding to the given type of motivation. The value of intrinsic motivation is the sum of the scores for questions 7.1, 7.2 and 7.3. The value of extrinsic motivation is the sum of the scores for questions 7.3, 7.4 and 7.6. The score ranges from 4 to 16, with 4 indicating the best motivation and 16 the worst motivation. Equality of variance is tested by Levene's test, which compares the variance of two dependent samples. Based on the results of Levene's test, I used the T-test for two independent samples. The result for intrinsic motivation means a p-value of 0,93, for the group of extrinsic motivation the result is a p-value of 0,97.

Statistical significance in both cases of the selected sample for this research was not confirmed.

Based on the research, the students of the lower secondary school enjoy English and show considerable interest in it, but they are not satisfied with the teaching of English language in their schools. From the statements of individual students, it can be concluded that teachers motivate their students more at the primary school, when language acquisition takes place. In this way, they try to develop a positive attitude of children towards the language, however, they no longer continue this at the lower secondary school. Lower secondary school students lack motivation at school, the most common reasons being the boring content of the lesson and the boring teacher. However, the majority of older pupils are intrinsically motivated and their attitude towards language appears to be positive (Odložilová, 2017). Research examining motivation on learning English language shows that motivation in middle school greatly outweighs extrinsic motivation among students. For them, short-term goals prevail over long-term ones (Long, Ming, Chen, 2013).

12.5 Hypothesis 5

Students who state that their parents are fluent in English, also state the type of intrinsic motivation in learning English more often than students who state that their parents are not fluent in English.

		N	Mean	Std. deviation
Intrinsic motivation	Both parents speak English.	54	4,57	1,939
	One or neither parent speaks English.	60	4,72	2,043
Extrinsic motivation	Both parents speak English.	54	6,85	2,132
	One or neither parent speaks English.	60	7,65	2,284

Table 5 Parents

The value of intrinsic motivation is the sum of the scores for question 7.1, 7.2 and 7.3. The value of extrinsic motivation is the sum of the scores for questions 7.3, 7.4 and 7.6. The score ranges from 4 to 16, with 4 indicating the best motivation and 16 the worst motivation.

It was tested whether these differences were statistically significant. Equality of variance is tested by Levene's test, which compares the variances of two independent samples. In the case of the measure for intrinsic motivation, the test result is 0,39 with a p-value of 0,53. So I used the T-test for two independent samples with equality of variances. The result indicates a p-value of 0,70. For extrinsic motivation, the Levene's test result is 0,77 with a p-value of 0,38. A T-test for two independent samples with equality of variances showed a p-value result of 0.05. Statistical significance for intrinsic motivation in the selected sample for this research was not confirmed, but it was confirmed for extrinsic motivation. For external motivation, parents' knowledge of the English language plays an important role. Respondents whose parents can speak English perceive extrinsic motivation as a more positively motivating factor than respondents whose parents do not speak English.

The parents may be native English speakers or have a very good knowledge of the language, while in other cases the parents may have limited English or no English at all. However, in any case, parents can play an important role in supporting their children in learning the English language. Even if they do not speak English themselves, they can support their children by encouraging them to learn the language, providing them with learning materials and aids, helping the prepare for exams and motivating them to practice English regularly. In the research (Odložilová, 2017), it was found that most parents of children in the primary school speak the given language, watch movies or listen to music with English lyrics. In the case of ninth-graders, it was found that they meet English at home individually, on their own initiative.

13 Summary

The research part introduces the aim of the research methods, data and the group of respondents who took part in the research. The aim of this work was to find out what factors influence motivation and demotivation during the learning of the English language in the lower secondary school. The research was conducted among pupils of the sixth and ninth grades in the form of a questionnaire survey. To achieve the goal, five hypotheses were established, which are analyzed in the research part.

The first hypothesis (*As the main motivation to learn the English language in the classroom, the pupils state the understanding of authentic audio-visual materials and social media in the English language.*) was not confirmed. The largest number of respondents lean towards traveling and the ability to communicate in foreign countries as the biggest motivating factor during English language learning. In spite of that, it turned out that even if the understanding of audio-visual materials and social media is not the strongest motivational factor, it still has a great influence on the learning of the English language.

The second hypothesis (*The main demotivation of pupils in English language classes is fear of speaking.*) was not confirmed. The most common reason why students do not want to learn English is that they are interested in other things than the English language itself. However, the difference between pupils being interested in other things and being afraid of speaking was only one hundredth in the final result, which is a very small difference considering the sample size. Thus, it is obvious that the fear of speaking in English language classes is a factor that strongly influences demotivation in learning English. Respondents also agreed the most with the statement “I do not need to know English”, with which the majority disagreed. However, this means that they are aware of the importance of knowing the English language. An interesting finding is also that the fear of speaking appeared greater in the group of girls than in the group of boys.

The third hypothesis claims that *students consider the insufficient activation approach of English language teachers in lessons as a factor that increases demotivation.* The results of the study support this hypothesis, showing a significant positive correlation between the teacher’s activation approach and the favour of English language learning and satisfaction with the teaching content. Specifically, a strong positive correlation was found between the question “Do you enjoy the English language?” and “Does your English language teacher include games in the lessons?” and a moderately strong positive correlation between the question “Do you enjoy the English language?” and “Are you satisfied with the content of the

lessons under the guidance of the English language teacher?”. The results indicate that a higher activation approach of the teacher in the lessons improves the favour of language learning among the pupils and increases their satisfaction with the educational content.

The fourth hypothesis claimed that *the students of the 9th grade indicate the type of internal motivation in the English language classes more often than the students of the 6th grade*. The results of the analysis show that the mean responses to the intrinsic motivation questions ranged from 1.33 to 1.63, while the mean responses to the extrinsic motivation questions were higher, ranging from 1.98 to 2.68. Statistical significance of differences between classes in both groups of motivation was not confirmed for this research.

For the fifth hypothesis *Students who state that their parents are fluent in English, also state the type of intrinsic motivation in learning English more often than students who state that their parents are not fluent in English* there was no statistical significance for intrinsic motivation in this sample for this research confirmed, however, it was confirmed for extrinsic motivation. It turned out that respondents whose parents can speak English perceive extrinsic motivation as more positively motivating factor than respondents where one or neither parent can speak English.

14 Conclusion

The aim of the work was to find out what is the main motivation of pupils to learn English, what is the main demotivation of pupils in English lessons, whether 9th grade pupils have more internal motivation than 6th grade pupils and whether their parents' children, who are proficient in the English language, more motivated to learn the English language. I chose this topic because I think that in relation to learning, motivation is the first important step for a person to learn something and move on. Specifically, in today's fast-paced time, when there are many stimuli to distract students, it is good to know their needs, what they are interested in and what they are not interested in, and try to work with that. One step is to find out the factors that cause motivation and demotivation, the next step is to try to make English lessons more efficient and to increase the motivation of pupils based on their needs.

The theoretical part of the thesis describes what is motivation, what is demotivation, what are the factors influencing motivation during learning the English language, and also a part is devoted to the pubescence period, which includes the group of respondents in the subsequent research part.

The practical part of the work deals with the research of factors affecting motivation and demotivation in English language classes. The research was conducted at a primary school in Brno among pupils of the sixth and ninth grades in the form of a questionnaire survey. 17 questions were set in the questionnaire, to which the respondents answered in the form of selected answers, or for a few questions they had the opportunity to express themselves in their own words. The questionnaires were printed and personally handed over to the respondents of the given years. The data were subsequently entered into Excel tables, where graphs were subsequently created for the processing of individual questions. Based on the research objectives that were mentioned right at the beginning of this conclusion, five hypotheses were established. To evaluate these hypotheses, data from Excel tables were also used, which were then entered into the statistical program SPSS and evaluated.

Traveling and communicating in foreign countries is the main motivation for sixth and ninth graders in learning English. The main demotivation in learning the English language is interest in other things together with the fear of speaking. It was also found that the teacher's activation approach in English language classes is an important factor influencing the motivation and demotivation of students. The higher the activation approach of the teacher, the greater the popularity of learning the English language. In the case of ninth grade students who participated in this research, intrinsic motivation does not prevail over sixth grade

students, and it also turned out that extrinsic motivation prevails among respondents whose parents speak English.

The results of the research can help as an inspiration for the preparation of English language lessons. It is possible to include more topics in teaching that are motivating for lower secondary school students and, apart from that, to prevent or work on factors that are not pleasant for students and can be a trigger for demotivation.

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Appendix 1 – questionnaire

DOTAZNÍK PRO ŽÁKY 6. a 9. ROČNÍKU ZŠ

Prosím o vyplnění dotazníku k mé diplomové práci týkající se výuky anglického jazyka. Označ jednu z odpovědí, případně slovně dopiš svůj názor tam, kde je nabídnuta možnost. Dotazník je zcela anonymní a je určen pro žáky 6. a 9. ročníku. Děkuji za vyplnění.

1. Jsem žák:

- 6. ročníku ZŠ
- 9. ročníku ZŠ

2. Jsem:

- Žena
- Muž

3. Baví tě anglický jazyk?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

4. Ovládají tví rodiče anglický jazyk?

Matka:

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

Otec:

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

5. Začleňuje váš učitel anglického jazyka do hodin hry?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

6. Které z aktivit tě nejvíce baví v hodinách anglického jazyka?

Seřaď a očíslej (každé číslo můžeš použít pouze jednou).

nejvíce baví 1 – 6 nejméně baví

Hry a soutěže.	
Psaní textů.	
Diskuze a rozhovory.	
Čtení a porozumění textu.	
Práce s učebnicí a pracovním sešitem.	
Sledování videí.	

7. Co tě motivuje k učení anglického jazyka?

Vyjádři se k jednotlivým výroky:

Potřeba znalosti cizího jazyka pro budoucí povolání.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Cestování a schopnost dorozumět se v cizích zemích.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Snaha získat dobré známky.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Učitel a jeho požadavky.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Porozumění videím, videohrám, písničkám, filmům a médiím v anglickém jazyce.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Rodiče.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím

8. Je nějaký jiný důvod, který tě motivuje učit se anglický jazyk?

.....

9. Jsi spokojen/a s náplní hodin pod vedením vašeho učitele anglického jazyka?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

10. Pokud nejsi, co je důvodem?

.....

11. Jsou pro tebe pokyny učitele při zadávání práce srozumitelné?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

12. Opravuje učitel tvůj projev v anglickém jazyce?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

13. Vadí ti, když tě učitel opraví?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

14. Využívá učitel anglického jazyka v hodinách humor?

- Ano.
- Spíše ano.
- Spíše ne.
- Ne.

15. Je nějaký důvod, proč se nechceš učit anglický jazyk?

Vyjádři se k jednotlivým výroky:

Angličtina mě nebaví.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Nepotřebuji umět anglicky.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Nemám čas učit se anglicky.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Učení angličtiny je pro mě náročné.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Zajímají mě více jiné věci než angličtina.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Nevyhovuje mi přístup učitele.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Mám strach mluvit anglicky před třídou.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím

16. Je nějaký jiný důvod, proč se nechceš učit anglický jazyk?

.....

17. Je nějaký důvod, proč nerad mluvíš anglicky před třídou?

Vyjádři se k jednotlivým výroky:

Mám pocit neúspěchu.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Nevím, jak se některá slova vyslovují.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Bojím se, že udělám spoustu chyb.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Mám strach z toho, že mě učitel pokárá.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Učitel mě neustále opravuje.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Mám strach z toho, že se mi spolužáci budou smát.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím
Nemám žádný důvod, rád/a mluvím anglicky před třídou.	souhlasím	spíše souhlasím	spíše nesouhlasím	nesouhlasím

Resume

Diplomová práce se zabývala problematikou motivace a demotivace v hodinách anglického jazyka u žáků druhého stupně základní školy. Teoretická část blíže vysvětlila pojem motivace a demotivace a rovněž popsala faktory ovlivňující motivaci a demotivaci během učení se anglického jazyka. Dále pak popsala období pubescence a nastínila vzdělávací oblasti oboru cizího jazyka. Praktická část porovnávala data získaná od respondentů šestých a devátých tříd základní školy v Brně. Data byla zpracována pomocí dotazníku a statistického programu, kde byly monitorovány odpovědi žáků základní školy na téma motivace a demotivace v hodinách anglického jazyka. Následně byly zjištěny výsledky, které faktory jsou pro zkoumanou skupinu ovlivňující při jejich motivaci a demotivaci v hodinách anglického jazyka.

Annotation

Jméno a příjmení:	Bc. Patricie Krejčoková
Katedra:	Katedra anglického jazyka
Vedoucí práce:	Mgr. Jana Kořínková, Ph.D.
Rok obhajoby:	2022/2023

Název práce:	Faktory ovlivňující motivaci a demotivaci žáků v hodinách anglického jazyka na základní škole
Název v angličtině:	Factors Influencing Motivation and Demotivation of Elementary School Students of English as a Foreign Language
Anotace práce:	Diplomová práce je zaměřena na faktory ovlivňující motivaci a demotivaci v hodinách anglického jazyka na druhém stupni základní školy. V teoretické části práce pojednává o motivaci, faktorech ovlivňující učení se cizího jazyka, období puberty a také demotivaci a jejích příčinách. Praktická část má podobu kvantitativního výzkumu, který proběhl mezi žáky šestých a devátých tříd základní školy. Výzkum obsahuje vyhodnocení jednotlivých otázek z dotazníkového šetření a následně vyhodnocení hypotéz s pomocí statistického programu.
Klíčová slova:	Motivace, demotivace, druhý stupeň, základní škola, faktory, anglický jazyk
Anotace v angličtině:	The diploma thesis focuses on factors influencing motivation and demotivation in English language lessons at lower secondary school. The theoretical part deals with motivation, factors affecting learning a foreign language, the puberty period, as well as demotivation and its causes. The practical part takes the form of quantitative research, which took place among pupils of the sixth and ninth grades of elementary school. The research includes the evaluation of individual questions from the questionnaire survey and then the evaluation of hypotheses using a statistical program.

Klíčová slova v angličtině:	Motivation, demotivation, lower secondary school, elementary school, factors, English language
Přílohy vázané v práci:	dotazník
Rozsah práce:	88 stran
Jazyk práce:	anglický